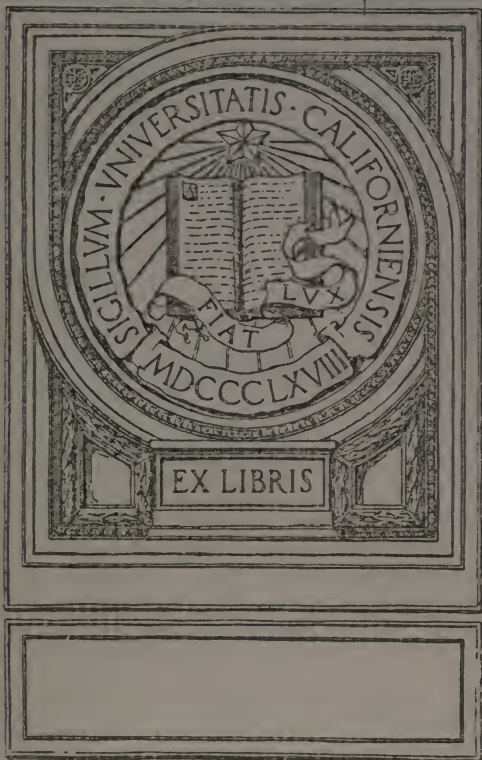


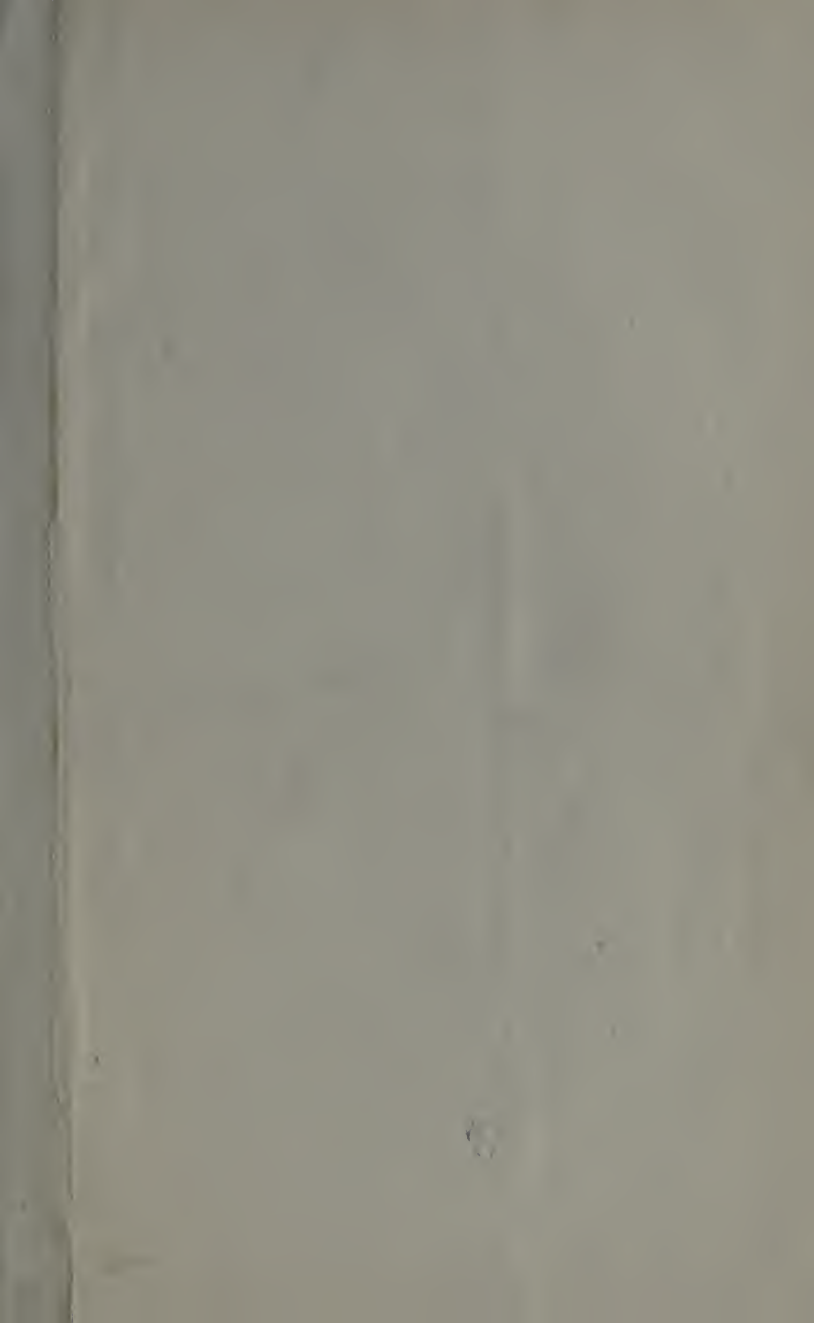
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BULLETIN OF THE UNIVERSITY OF WISCONSIN

No. 599: High School Series No. 13

REQUIREMENTS FOR ADMISSION TO THE  
FRESHMAN ENGLISH COURSE  
(ENGLISH 1)

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MADISON

1913

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13. REQUIREMENTS FOR ADMISSION TO THE FRESHMAN ENGLISH COURSE (English 1), issued by the Department of English, The University of Wisconsin. 1913.

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Copies of these bulletins may be obtained by writing the Secretary of the Committee on Accredited Schools, Room 119, University Hall. Copies will be mailed to address outside the state upon receipt of ten cents per copy, except No. 7, for which the charge is twenty cents.

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Entered as second-class matter June 10, 1898, at the post office at Madison, Wisconsin, under the act of July 16, 1894.

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## PREFACE

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This pamphlet deals with ends—not means. That is, it attempts to show only the qualifications necessary for the admission of students to the Freshman English course; it does not attempt to recommend a course of instruction through which these qualifications may be attained. The body of rules which forms the most important part of the pamphlet is not to be regarded as a curriculum. The natural and habitual observance of these rules is the goal; but the goal cannot be reached by the memorizing and reciting of the rules. For instance, observance of rule number 2a should certainly be established in the habits of high-school graduates; but this desideratum can obviously not be reached by the students' merely learning rule 2a as it is here set down. The same is true of the whole body of rules. We present them as indicating the result which high-school training in English should accomplish—not as indicating a method for the accomplishment of that result.



## REQUIREMENTS FOR ADMISSION TO THE FRESHMAN ENGLISH COURSE (ENGLISH 1)

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The Freshman English course in the University of Wisconsin is required of all regular freshmen in the Colleges of Letters and Science, Agriculture, and Engineering; in the School of Music; in the Pre-medical Course and the Courses in Chemistry, Commerce, Journalism, and Pharmacy. This course carries six credits toward graduation.

One of the laws of the University makes a certain amount of proficiency in writing English prerequisite for admission to the Freshman English course. Whether or not students possess the necessary ability is determined by a preliminary test, consisting of the composition of a few short essays, some impromptu and some prepared outside class, on familiar and simple subjects, such as the following:

Literary-society work in my high school

Why I have come to the University

The fire department in my home town

Farm life in winter

A girl's life on a farm

Disadvantages of being a freshman

The controversy in the Chicago convention

The work of the Wright brothers

How butter is made

How to make a dress

From a number of such subjects each student may select those on which he prefers to write. Students who in this test show serious deficiency in writing are not allowed to pursue the Freshman English course in the semester in which they enter the University; instead, they are required to take an elementary course for the purpose of correcting their deficiencies—a course for which no university credit is given. And in order that they may have time for this elementary course, they are not allowed to take so much work giving

credit as other freshmen may take. Thus, in the College of Letters and Science a freshman admitted to Freshman English will regularly take, during his first year, work that gives 30 credits; whereas a student not admitted to Freshman English is regularly limited to 27 credits if he makes up his deficiencies in one semester, and to 24 credits if he is required to pursue the elementary course for two semesters. In the College of Engineering a student admitted to Freshman English may acquire 38 credits in his first year; one not admitted may acquire only 35 or 32 credits.

Thus a freshman entering the University and failing to pass the entrance test in English suffers a considerable hardship. There is not only the disappointment and humiliation caused by his being excluded from a regular freshman course because of unfitness; there is the more material misfortune of being prevented from completing his freshman work in his freshman year—a misfortune which seems serious and discouraging to students working their way, to whom time and money are precious. The University desires to spare students these hardships; and to this end it issues the present pamphlet, the purpose of which is to show, more definitely than can be stated in the limited space available in the catalogue, what is the necessary qualification for the Freshman English course.

Let the fact be emphasized that the qualification is ability to write. Students cannot qualify themselves by merely committing to memory any facts or rules to be recited when called for; the only method is to get the ability to write, extemporaneously in the class room as well as at home and at leisure, with a certain amount of proficiency. Now, what is included in this "certain amount"?

In the first place, we will state what is not included. The art of writing consists of a higher part and a lower part; the lower concerning such matters as spelling, punctuation, syntax, idiom, reference, etc., and the higher concerning such matters as grace, charm, effectiveness, power, etc. The higher part is not included in the amount of proficiency required for admission to Freshman English. When we say that a certain amount of proficiency is necessary, we mean a certain amount of proficiency in the rudiments of writing. Students whose writing is devoid of interest, originality, or any other literary merit, are qualified if their writing is satisfactory as to the

rudiments; and students who possess literary skill are not qualified if they are seriously deficient in the rudiments. Moreover, not only all the higher part, but some of the lower part, is excluded; in many matters of vocabulary, sentence-structure, and composition-structure which are clearly rudimentary, the University does not expect entering freshmen to be versed, and itself undertakes instruction in these matters.

What is included we will sum up under two heads: Mental Grasp, and Correctness. Although the provinces (so to speak) designated by these terms overlap slightly, yet there are advantages in thus classifying the requirements for admission to the Freshman English course.

*Mental Grasp.*—The student must be able to deal with a subject in an intelligent way, as regards (1) the organization of the discussion as a whole, and (2) the phraseology of single statements. He must be able to grasp a subject, to shape a discussion of it according to a plan, and to write sentences about it that make sense. He must not go to pieces, or crumple up, in constructing an essay or expressing an idea. He must not exhibit fumbling, groping, helpless motions of the mind, like the motions of an infant's hands. For example, he must not write such compositions as the following:

THREE THINGS THAT I EXPECT THE UNIVERSITY TO DO FOR ME.

The state University of Wisconsin, I expect shall help me to plan the fundamental principles for my future work. That is it will assist me in planning out the position for which for which I am best adapted whether it be in the course of languages, history or any of the various courses. In life it shall broaden our point of view to a greater extent. I expect this education at the University will not only teach me along the physical lines but also in my mental powers. I expect that it will enable me to command a much higher salary after I have completed my course. I shall endeavor to work diligently and hope it will improve my character. The number of years passed at the University teaches some to be more natural, while others become more dignified. Thus I hope that I may become more advanced in every way of which will be of the most benefit to me.

Therefore I think they shall be my most pleasant years and hope it will teach me to become a very ambitious student.

And he must not write such sentences as the following:

A boy who is at a gathering and a social meeting is proposed it is the best plan to retire to your room.

My intensions are not those that will follow in the footsteps of those which were so unlucky, during this stage of thier advancement but quite the reverse.

By studying subjects, which are not particularly favorites, broadens our minds.

By doing this, the rural life could be made a home where we want to stay and made one of our dearest and interesting spots to be.

On account of space I will not be able to tell of it in detail.

He kept her a close prisoner, letting no one see her and know nothing about.

We get the mail twice a day which enables one to come in contact with the outside worldly news.

His whole life seemed to be a continuous series of events.

His laboratory was considered one of the best and very few in the city.

*Correctness.*—The student must make a reasonable approximation to the following six conditions:

- I. Correctness of vocabulary—that is,
  1. Avoidance of incorrect words
  2. Avoidance of the use of correct words in wrong senses
- II. Grammatical correctness—that is,
  1. Avoidance of the use of words in wrong parts of speech
  2. Avoidance of errors of inflection
  3. Avoidance of errors of syntax
  4. Avoidance of unidiomatic combinations of words
- III. Correctness in reference—that is, in the use of pronouns and other reference words
- IV. Elementary rhetorical correctness in sentence-structure—that is, fulfillment of the following conditions:
  1. That sentences shall not be babyishly short
  2. That sentences shall possess unity
  3. That sentences shall not contain unrelated or misrelated participles or other modifiers
  4. That modifiers shall not be misplaced
  5. That incorrect ellipsis shall not be used
  6. That there shall be logical congruity among the members of sentences
- V. Elementary rhetorical correctness in composition-structure—that is,
  1. Unity
  2. Organization according to a definite, logical plan
  3. Avoidance of flagrant disproportion between coordinate parts
- VI. Mechanical correctness—that is,
  1. Correct manuscript-arrangement
  2. Correct spelling
  3. Correct use and non-use of the hyphen and avoidance of incorrect compounding
  4. Avoidance of improper abbreviations
  5. Correct representation of numbers—by figures or by words, as the case may be

6. Correctness in the division of words when words are broken at the ends of lines
7. Correct capitalization and non-capitalization
8. Correct punctuation
9. Correct division into paragraphs

Exactly what is included under each item of the foregoing table we will try to explain in detail. Afterwards we will try to make clear what we mean by a "reasonable approximation" to the conditions named.

The essence of correctness is conformity to rules. To write correctly without *consciousness* that one is observing rules is of course possible and highly desirable; but to write correctly without *observing* rules is as impossible as to walk without taking steps. To write the simplest sentence correctly—for instance, "I have seen him"—is to observe many rules—rules concerning the shape of the letters, the capitalizing of "I," the spelling of each word, the inflection of *see*, the cases of the pronouns, the agreement of the verb. And to write incorrectly is to violate rules; for instance, in the following passage:

I wanted to go out in the woods and camp very much. And would of excepted my uncles invatation and went but I took sick

the position of "very much" is wrong because it violates a rule of sentence-structure; the period after "much" is wrong because it violates a rule of punctuation; the capitalizing of "and" is wrong because it violates a rule of capitalization; the "would of" is wrong because it violates a rule of grammar; the "excepted" is wrong because it violates the rule that directs how the word *accept* shall be used; the "invatation" is wrong because it violates the rule that directs how *invitation* shall be spelled; and so forth. What we mean by correctness, therefore, we can define by enumerating the rules in the observance of which the correctness consists. We will follow this method because we think that it furnishes the best means of explaining the matter as definitely as possible and yet as briefly as possible. We shall in nearly all cases illustrate our statements of rules by extracts from papers, or by entire papers, written by applicants for admission to the Freshman English course.

The fact that the body of rules presently to be given is simply a means of making clear *what a student entering the University should be able to do* we hope the reader will not

fail to bear in mind. We have formulated the rules for the information of teachers—not for the instruction of students. Many of the rules are expressed, for the sake of brevity, in language not adapted to the understanding of students. The reader is to understand, therefore, that we do not intend to recommend that students should be taught the rules as they are here set down. An applicant's admission to or exclusion from the Freshman English course is determined by his writing—not by his reciting. If the applicant observes the necessary rules in his writing, he is admitted, though he may never have learned, and is unable to state, a definite formulation of any rule; and if he could recite all the rules but does not observe them, he is not admitted. We hope that teachers will not put their classes through a course of committing to memory and reciting these rules *seriatim*. Rather, we hope that they will notice which rules their students are in the habit of violating; that they will—chiefly by the correction of themes and by consultation with individuals—break the bad habits that they find; and that they will not spend any student's time in drilling him upon a rule which he never violates.

We hope it will not be inferred from our setting forth certain particularly elementary rules that we have found the majority of students entering the University ignorant of these rules, or that the more shocking errors shown in our examples are typical of the practice of most students. On the contrary, many of the rules about to be stated are always observed naturally by the majority of our freshmen. We include these rules because our purpose is to show all the incorrect practices which bar students from the Freshman English course, whether in many cases or in a few cases. We have included no rules violations of which are not always found in the practice of some students entering the University. There are always some freshmen who write "I seen," and "has went" and "friday" and "french."

The reason for our printing some rules in Roman type, some in italic, and some in black is explained on page 57. All footnotes consist of examples of the violation of the rules beneath which they appear.



## RULES OF ENGLISH WHICH A STUDENT ENTERING THE UNIVERSITY SHOULD BE ABLE TO OBSERVE

### CORRECTNESS OF VOCABULARY

#### Correct Words

1. In formal composition words should not occur which are not used (except for comic or burlesque effect) by educated speakers and writers. Specifically,—

a. The following words should not be used:

<i>illy</i>	<i>complected</i>
<i>firstly</i>	<i>undoubtedly</i>
<i>fastly</i>	<i>anywheres</i>
<i>thusly</i>	<i>everywheres</i>
<i>overly</i>	<i>noweres</i>
<i>burgle</i>	<i>somewheres</i>
<i>burglarize</i>	<i>gent</i>
<i>peeve</i>	<i>pants</i>
<i>restitute</i>	<i>most</i> (for almost)
<i>fake</i>	<i>way</i> (for away)
<i>retrogress</i>	<i>ad</i> (for advertisement)
<i>tasty</i>	

b. Words coined extempore by methods not freely allowed by good usage should not be used.

Good usage allows much freedom in the coinage of negative words by means of the prefix *non*, and by means of *un* prefixed to adjectives. It does not, however, allow the free coinage, by means of these prefixes, of words for which there are established and customary equivalents beginning with *in*, *im*, or *dis*, as "unpious," "unsatisfaction," "untrust," "impossible," "unprudent," "ungratitude." It allows the free coinage of adjectives by means of *like* suffixed to nouns, but forbids the suffixing of *like* to adjectives, as "solemn-like," "loud-like." It allows the free coinage of nouns by the suffixing of *er* to

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<sup>1</sup> Every one has, way down in their heart, a warm feeling for their own town.—The price was way too high.—You see them standing around, most any where.—Debating enlargens a persons vocabulary.—After much argumenting he concented.—I intend to professionalize in music.—It does not incent students [*i. e.*, act as an incentive].—He tried to reconcile the enemies.—Carrying the ball is not permit-table.

verbs. It allows considerable freedom in the coinage of nouns by the suffixing of *ness* to adjectives, but does not permit such coinage of nouns for which there are established and customary equivalents, as "afraidness," "intelligentness." It allows freedom in the suffixing of *ish* to adjectives, as *sheepish*, *sourish*; and in the suffixing of *less* to nouns, as *a picture-less wall*, *a toe-less monstrosity*. It does not allow freedom in the coinage of words by means of the suffixes *y*, *ly*, *ize*, *ist*, *ery*, *ation*, *able*, *ment*, *ful*; as "preachery," "studently," "professionalize," "sailorist," "birdist," "stonery," "weavery," "asphaltation," "plasteration," "smellable," "hearable," "cuttable," "dividable," "permissible," "seedful," "strengthful," "curement," "dodgement," "shinglement."

### Words in Correct Senses

2. *Words should not be used in senses other than those assigned by good usage. Specifically,—*

a. *The following words should not be used loosely, without regard to their correct meanings:*

<i>awful</i>	<i>unique</i>
<i>elegant</i>	<i>factor</i>
<i>grand</i>	<i>phase</i>
<i>lovely</i>	<i>proposition</i>

b. *The words in the several groups following should not be confounded in meaning:*

<sup>2</sup>a. It is the most unique play I ever saw.—The facts, gained while debating, are used in all fazes of life.—The care of a gun is a very important façtor.—Finding the rooms was not an easy proposition.

<sup>2</sup>b. Such forms of hazing are simply barbaric.—His manner was sunny and genial.—He convinced us to come here.—Debating overcomes ones self conscienceness.—McKinley's death was an unexpected coincidence.—I felt uncomfortable for the way he answered was slightly contemptible.—The man who is disinterested in atheletics loses a lot.—Dr. Cook durring all this discussion had retained the peoples estimation.— . . . where-as in High School my grades were exceptionably good.—The problem was solved unexpectedly.—The suffering he endured was almost incredulous.—An ingenuous device for digging up weeds.—There were many exciting incidences in the last act.—If a person is ambitious, a hard working industrial one, he will succeed.—In an instance the storm was upon us.—The great work that lays before the Engineer of the Future.—Others would fish while the rest laid in the shade.—When college opens he has a fair knowledge of what lays before him.—He left it go the intire length of the line.—My room is eminently satisfactory, being absolutely spotless and possessing a really luxuriant bed.—Tressillian being in an angry mode offered to fight.—A gun is a needy instrument in time of war.—He hasn't made any mistake as far as my observance has gone.—First, came the topic sentence, when that fulfilled the requirements I was allowed to precede to a paragraph.—Taft visited all the principle cities.—As the ball was thrown the crowd half raised in their seats and held its breath.—The resident streets are very handsome.

accept, except  
 barbaric, barbarous  
 congenial, genial  
 convince, persuade  
 conscience, consciousness  
 coincidence, incident  
 contemptible, contemptuous  
 disinterested, uninterested  
 esteem, estimation  
 exceptional, exceptionable  
 expectant, expected  
 incredible, incredulous  
 ingenious, ingenuous  
 incident, incidence, instance  
 industrial, industrious

instance, instant  
 lay, lie  
 leave, let  
 luxuriant, luxurious  
 mood, mode  
 needy, needful  
 observance, observation  
 principal, principle  
 raise, rise  
 respective, respectful, re-  
 spectable  
 set, sit  
 practical, practicable  
 precede, proceed  
 resident, residence

c. A writer should avoid the use of—

a for of  
 addicted for subject  
 aggravate for vex  
 bank on for rely on  
 behave for conduct oneself well  
 borrow for lend  
 bunch for party, gathering  
 can for may  
 cannot seem for seem unable  
 calculate for suppose  
 crowd for party  
 deal for transaction  
 liable for likely, qualifying an event not undesirable  
 literally, qualifying a statement that is palpably figurative  
 on the other hand for on the contrary  
 perpendicular applied (except in a geometrical discussion)  
 to something not upright  
 not to exceed for not more than  
 notorious for famous  
 date for engagement

<sup>2</sup>c. He was foud a working out experiments.—He was addicted to epileptic fits.—He was sulky and refused to behave.—Rosencranz and Guildenstern came, whom Hamlet had known in college some time hence.—If you follow these directions, less accidents will occur and the gun will always be in shape for use.—Football accidents have been lessened.—I was literally suffocated with their kindness.—Will he become gentle? Not at all; on the other hand he will become more vicious every day.—The driveway is perpendicular to the public road.—We landed quite a few fish.—When he tried to put Tressilian off he resented him.—Their lips were pale and the corners of the same were turned down.—The subject of this novel tells about the early Christians and contains many interesting instances.—To be prepared for the worst I substituted my good clothes by my most worn out suit.—I was over to his house most all the time.—If our town would have a better harbor it would get more shiping.—If the storm would have continued much longer, the house would have undoubtedly fallen.

*fix* for *arrange, repair*  
*fix* for *plight*  
*frighten* for *take fright*  
*hence* for *before*  
*hence* for *hither*  
*indulge in* for *practice*  
*learn* for *teach*  
*less* for *fewer*  
*lessen* for *diminish in number*  
*locate* as an intransitive verb  
*mad* for *angry*  
*most* for *almost*  
*on the side* in the slang sense  
*partake of* for *eat*  
*party* for *person*  
*propose* for *intend*  
*put in (time)* for *spend*  
*quite a few* for *a considerable number*  
*quite a little* for *a considerable amount*  
*resent* for *repulse (a person)*  
*same* for *it or they*  
*scare* for *take fright*  
*size up* for *judge*  
*shape* for *manner, condition*  
*show* for *chance*  
*specie* for *species*  
*subject* as designating what is said about a subject  
*substitute* for *remove, replace*  
*swell* in the slang sense  
*take in* for *visit, see*  
*to* for *at*  
*topic* as designating what is said about a topic  
*transpire* for *occur*  
*way* for *away*  
*whence* for *whither*  
*which* as a relative pronoun designating a person  
*would have* for *had* in conditional clauses contrary to fact

## GRAMMATICAL CORRECTNESS

### Correct Parts of Speech

3. Words should not be used in parts of speech to which they do not belong in good usage. Specifically,—

a. *Combine, invite, steal, human, canine, feline, bovine, try,* and *per cent.* should not be used as nouns.

b. *Near by, them, plenty, no good, no use, size* should not be used as adjectives.

c. *Suicide, suspicion, down* should not be used as verbs.

d. *Good, bad, real, some, any, similar, easy, gradual, regular, different, polite, cruel, simultaneous, accurate, neat, savage, rough, harsh, handsome, grand, splendid, patient, sure, friendly, cow-*

<sup>a</sup> He was celebrated abroad the land.

<sup>b</sup> Adjoining the room is a good size alcove.

<sup>d</sup> He received the proposal favorable.—It drains off more gradual than it other-wise would.—Then to, the freshman are handled rougher than the higher classman.—Probable there is nothing which manifests

*ardly; cheerful, unmerciful, and other adjectives in ful; probable, comfortable, agreeable, invariable, and other adjectives in able; days, nights, mornings, afternoons, evenings, Sundays, Mondays, etc.; plenty; kind of and sort of;*—these should not be used as adverbs.

*e. Like* should not be used as a conjunction.

### Correct Inflection

4. *Singular and plural forms should be made according to good usage. Specifically,—*

*a. The plural of leaf, thief, sheaf, wife, life, knife, half, calf, wolf, loaf, shelf, elf, self, and compound words ending in self should end in ves.*

*b. The plural of deer and sheep should be identical in form with the singular.*

*c. The singular of species should be species.*

*d. The singular of phenomena should be phenomenon.*

*e. The singular of strata should be stratum.*

*f. The plural of a noun should not be formed by adding 's.*

5. *Singular forms should be used only as singular; plural forms only as plural. Specifically,—*

*a. Data, phenomena, and strata should not be used as singulars.*

*b. Falls, ways, and woods should not be used as singulars.*

*c. Kind and sort should not be used as plurals.*

6. *In the possessive singular of a noun an apostrophe should precede the inflectional s. The possessive singular of a noun ending in s should be formed by adding 's or by adding simply an apostrophe.*

7. *In the possessive plural of a noun of which the nomina-*

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more interest than the preservation of our forests.—One does not have to start real early.—Probable of all the social attractions that confronts the young man to-day we may place the five cent Theatre for most in attraction.—People who looked pale and sort of haunted.—He had been gone a plenty long enough length of time.

<sup>3</sup>*e. She cannot leave her sewing to do itself, like a cook can leave the meat in the oven.*

<sup>4</sup>*a. They held them selfs in readiness.—Falling leafs.—It was a bother to tend to the calfs*

<sup>4</sup>*f. Statistic's prove that prohibition tend's to increase saloon's.—I talked with my High School Principle and also two or three Physician's about the plan.*

<sup>5</sup>*a. It was the strangest phenomena I ever saw.*

<sup>5</sup>*b. Carrying a cocked gun through a woods is extremly dangerous.*

<sup>5</sup>*c. Those kind of people.*

<sup>6</sup>*and <sup>7</sup>We started out for a weeks vacation.—A school to fit a person*

tive plural ends in s, an apostrophe should follow the final s. In the possessive plural of other nouns an apostrophe should precede the final s. }

8. In the possessives hers, ours, yours, theirs, and its there should be no apostrophe. The possessive of who should be formed whose. The possessive of one should be formed one's, ones'.

9. An apostrophe and s may sometimes be added to the last word of a series to make the whole series possessive; as "the king of Spain's possessions," "some one else's book." But a series consisting of a numeral or an indefinite pronoun modified by an of phrase should not be inflected in this way.

10. Inflectional forms of verbs should be made according to good usage. Specifically,—

a. The simple future tense should be formed (1) in statements thus:

I shall	we shall
thou wilt	you will
he will	they will

(2) in questions thus:

shall I	shall we
shalt thou	shall you
will he	will they

b. The combination "had have" should not be used to form the past-perfect tense.

c. The combinations "could of," "may of," "might of," "must of," "should of," "would of," and "had of" should not be used.

d. The combination "had ought" should not be used.

e. Done should not be used for did, nor "have did" for have done.

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for his lifes work.—I then took a two years logging contract.—With all my teacher's best wishes.—They [the bride and groom] were married without their parent's consent.—Mr. Jone's next step is to go to the Agriculture Bldg.

<sup>8</sup> One of the fair's greatest features was it's races.—Your's is no better than our's.—Who's.—Whoes.

<sup>9</sup> One of the girl's muff was missing.—One of my brother's wife.

<sup>10a.</sup> I expect to grow stronger so that I will be able to stand the strain.—I think I will succeed in the course I am taking.

<sup>10b.</sup> I wish I had have known.

<sup>10c.</sup> Next time he would not of gone to the courts I feel sure and it is certain that he would of demanded no more bonds like that.

<sup>10d.</sup> Some freshman will leave there rooms to escape hazing and thus loose some of the time they had ought to study.

<sup>10e.</sup> He done what he could for her.

f. *Seen should not be used for saw, nor "have saw" for have seen.*

g. *The forms "knowed," "throwed," and "blowed" should not be used.*

h. *The forms "drownded," "drownds," "drowning" should not be used.*

i. *Shine should be conjugated shine, shone, shone.*

j. *The forms "bursted" and "casted" should not be used.*

k. *Broke should not be used for broken, nor froze for frozen, nor tore for torn, nor stole for stolen.*

l. *Wrote, rose, rode, and drove should not be used respectively for written, risen, ridden, and driven.*

m. *Sang, rang, began, sprang, ran, and swam should not be used respectively for sung, rung, begun, sprung, run, and swum.*

n. *The combinations "have went," "have came," "have became," "have fell," "have gave" should not be used.*

o. *The forms "ladened" and "strickened" should not be used.*

p. *"Shoed" should not be used for shod.*

q. *The present third singular should not be formed by adding 's.*

11. *Inflectional forms of verbs should be used in their proper senses. Specifically,—*

a. *Might should not be used as if it were the present tense.*

b. *In if and though clauses expressing conditions doubtful or contrary to fact, present time should be represented by the past tense, and past time by the past-perfect tense.*

c. *The past tense and the perfect tense should not be used to represent an action as past with reference to some past time; for this purpose the past-perfect should be used.*

<sup>10</sup>f. Bernardo trembled as he seen the ghost.

<sup>10</sup>h. A misstep ment death by drowning.

<sup>10</sup>i. The light shown brightly.

<sup>10</sup>l. I was tired for I had rode since sunrise.

<sup>10</sup>m. It is his duty to take up the work which his father has began.—Jessica had ran away from home.

<sup>10</sup>n. The United States has went even so far as to establish schools of forestry.—It would have ended seriously had not Dick came to his aid.

<sup>10</sup>o. A merry crowd in a wagon ladened with hay.

<sup>10</sup>p. He brought his horse to be shoed.

<sup>10</sup>q. He almost meet's death but Portia prevent's it.

<sup>11</sup>a. Then the butter is churned some more to get out what butter-milk might remain.—Tressilian stops and inquires where he might find a smith.—They are glad to have you resist so that they might have an excuse to punish you.

<sup>11</sup>b. The old tumble-down house and barn look as if they have never been painted.—I would be glad if you will let me know.

<sup>11</sup>c. Mr. Johnson soon found out what has been done.—Hamlet greeted Horatio warmly. He met him at Wittenberg.

*d. The past-perfect tense should not be used to represent an action as past with reference to present time; for this purpose the past or the perfect tense should be used.*

*e. The auxiliary would should not, except in conditional statements, be used to represent an action as future with reference to present time.*

*f. The present participle should not be used to represent an action as past with reference to the time of the principal verb; for this purpose the perfect participle should be used.*

### Correct Syntax

12. Names of inanimate things not personified (except names of periods of time, as *day, night, hour, year, month, week, summer*, etc.) should not as a rule be used in the possessive case.

13. An adverb should not be used where the sense requires a predicate adjective or a factitive adjective.

14. *A verb should agree in number with its subject. Specifically,—*

*a. A verb should not be made to agree with a word intervening between it and its subject if it thereby disagrees with the subject.*

*b. A verb preceding its subject should not be singular if the subject is plural.*

<sup>11</sup>d. At the very last, after Flipper had gotten hold of another ulster, it is found that the extra ulster belongs to a stranger.—A few days later, news is brought to Alden that Standish had met his death in a battle with the savages.

<sup>11</sup>e. Antonio is confident that his ships would arrive in time.

<sup>11</sup>f. My mother is of German descent, being born in Saxony.

<sup>12</sup> He crouched down at the swamp's edge.

<sup>13</sup> My home is crowded closely to another building.—The Ice Cream looked very prettily, stripped with green and brown, but tasted sourly.—He raked the lawn cleanly.

<sup>14</sup> The debate does for a student what other parts of school life fails to do. It gives him a good appearance; it learns him to think upon his feet; it gives him a polish which he cannot receive in any other manner.—The funeral rites was performed at the church.

<sup>14</sup>a. The various kinds of handicraft displayed in the Adams collection is truly marvelous.—Preparations for the coming season is being made.—Then to, the arrangement of the articles within the room are quite interesting.—The irrigating problem of the dry regions of the west are enough to keep all the Engineers at work for a few years.—The progress of the world in the next twenty years depend on the engineers.—These different ways of passing time makes farm life agreeable.—These games take the place of gymnasium work and is better in one sence.

<sup>14</sup>b. On the porch was a number of men.—Over the fire place hangs all the kettles and pans.



c. A verb modified by the expletive *there* should not be singular if the subject is plural.

d. The predicate of a compound subject consisting of singular substantives joined by *or* or *nor* should be singular.

e. The predicate of a singular subject followed by a phrase or clause beginning with *with*, *together with*, *including*, *as well as*, or *no less than* should be singular.

f. A verb should not be made to agree with its predicate complement if it thereby disagrees with its subject.

g. A verb predicated of one of the pronouns *each*, *either*, *neither*, *anybody*, *everybody*, *nobody*, *somebody*, and *one* (*whether used alone or in the combinations any one, every one, no one, some one*); or predicated of a singular noun modified by *each*, *every*, *either*, *neither*, *some*, *any*, or *no*—such a verb should be singular. And a pronoun referring to one of those words should likewise be singular.

h. The predicate of a relative pronoun referring to the noun in an *of* phrase limiting one should be plural.

i. *Don't* should not be predicated of a subject in the third person singular.

j. *Was* should not be predicated of *you*.

15. The subject of a finite verb should be in the nominative case. Specifically,—

a. A relative or an interrogative pronoun which is the subject of a finite verb, and which is separated from the verb by an expression like *he says*, should not be in the objective case.

<sup>14</sup>c. There is, or rather has been, many lives lost in the search for the pole.—There was only two buildings on the place.—There is two hundred thousand autos owned in the U. S. In the year of eighteen hundred and ninty five there was only five concerns manufacturing them.—There seems to be many lights shining.

<sup>14</sup>d. His daughter or his wife generally take charge of the sorting of the mail.

<sup>14</sup>e. The north half, including the kitchen and the dining room, were destroyed.—Mr. Boyd, with three assistants, were sent to the wreck.

<sup>14</sup>f. English, German, and History, is a night mare to me.

<sup>14</sup>g. When one pauses a moment they can readily see why this is necessary.—Neither of the contestants can prove their case.—I heard some one yell ferryman ferryman and knew that they wanted to get acrost the river.—If one is proficient in some line of work they can secure a good position.—In a small college, one, if they are popular, does not experience the feeling that they are of no account.

<sup>14</sup>h. He is one of those men who is always complaining.

<sup>14</sup>i. It don't appeal to me.

<sup>14</sup>j. They treat you as if you was a criminal.

<sup>15</sup> A doctor whom was quite proficient in chemistry.

<sup>15</sup>a. I came here to take lessons under Parker whom I have heard was a specialist of extraordinary ability.—And whom do you suppose

b. A relative or an interrogative pronoun which is the subject of a finite verb, and which is preceded by a verb or a preposition, should not be in the objective case.]

16. The predicate substantive of a finite verb should be in the nominative case.

17. The subject and the predicate substantive of an infinitive should be in the objective case.

18. The object of a verb or a preposition should be in the objective case. Specifically,—

a. Who should not be used in the nominative case as object of a verb or a preposition.

b. A pronoun object preceding its verb or preposition should not be in the nominative case.

c. In a compound object each substantive should be in the objective case.

19. In a than clause or an as clause from which the predicate is omitted, the substantive following the than or as should be in the nominative case if it is the subject, in the objective case if it is the object, of the omitted verb understood.

20. An appositive should be in the same case as the substantive with which it is in apposition.

21. A sentence should not contain (except as a parenthesis)

was elected?—He took care to avoid his old master, whom he knew would kill him on sight.

<sup>15</sup>b. I was to hand a card to whomever came past.—We had to decide whom should be sent.

<sup>16</sup> I heard some one in the underbrush but did not think it was him.—Whom do you suppose it was?

<sup>17</sup> I never imagined my sister and he to be engaged.—But he was not the official who I had supposed him to be.

<sup>18</sup>a. This man who Nature had crowned as a genius . . .—A beautiful lady who no one was aloud to see.—She was the lady who he meant to marry.—The persons who I have referred to.—There was no one who I could rely on.

<sup>18</sup>b. To them she was hospitable, but Amy and I she had treated very ungraciously.—But he I sought I could not find.

<sup>18</sup>c. This makes it agreeable to both my roommate and I.—My cousin Otto took Helen and I sailing.—My Landlady has given my housemates and I many privelages.

<sup>19</sup> I felt just as self-confident as him.—I detested those examinations; I could not have hated medieval tortures more than they.

<sup>20</sup> To those chiefly responsible—namely, McCraw and I.

<sup>21</sup> The worst of the freshmen's troubles is the hazing part which he does not know but what he may be ducked or compelled to make a speech.—One who has had good schooling and after getting the practical experience is a valuable man for the company to employ.—There

*a word or a group of words not grammatically related to the remainder of the sentence. Specifically,—*

*a. An adverbial phrase should not be used if it modifies neither the sentence as a whole nor any part of the sentence.*

*b. A phrase beginning with due to should not be used if it does not modify any noun in the sentence.*

*c. A writer should not, after writing part of a sentence, forget what he has written and make the remainder of the sentence grammatically inconsistent with the first part.*

are many little things for a buyer to observe and must learn before getting a car.—We spent the next hour in arranging our camp, such as raising the tent and preparing a fire-place.—I expect the work to assist me in a way that I may make my livelihood in a way that I understand what I am doing.

<sup>21a.</sup> There was gun powder in the oil reservoir. With this fact in mind, the lamp was sure to explode.—In reply to your letter, I am comfortably located.—A book which from its binding must have contained poems.—Pete seized a stone and hurled it in the direction of the retreating ruffian. From the roar of pain which suddenly broke the stillness of the night, the stone must have hit its mark.—From my experience, a farmer can live happily and independently even in these so-called evil days.—The question of board is often considered very important; but to me many other questions are more worthy of a student's consideration.—From what I have heard, very little is known in this city about snow-shoeing.—To me, the man who is not fond of music lives a meagre life.

<sup>21b.</sup> Due to the hurry I forgot.—I was put in the bow due to my light weight.

<sup>21c.</sup> I had never had any experience as a guide, therefore did not know just what was my work, but after asking a few questions of an old hunter, of whom I had become acquainted with, gave me a little outline of what I was supposed to do.—Considering these things, and the presence of the nation's chief magistrate, made it the greatest fair in America.—Having been here before and liking the place, because of its beautiful scenery and lakes both of which are good for good work as well as recreation.—Under the many disadvantages put forth to the freshmen, namely: hazing which is one of the most embarrassing times in a mans life, being scoffed at, ridiculed, and some times injured and lastly to be compelled to wear a green cap, takes away the freshmen's initiative, his confidence and he is forever stumbling and sprawling all over the campus.—Seeing that so many of the students just drop the studies they do not like, but those who try to make a success of it, most often are the ones who do.—Every city would be over run with saloons, for you take the larger share of the men to-day, indulge in such things.—In his High School education he was very likely in a small town where there were not more than twenty or thirty in his class, he became to know each individual almost as well as if he were in the same family.—And when on questioning her and receiving no definite answer he became angry.

## Correct Idiom

22. A writer should observe the special rules fixed by good usage requiring that certain particular words shall or shall not be used in certain particular combinations and constructions. The rule requiring the combination independent of and forbidding "independent from" may serve as an example. Specifically,—

a. The following combinations should not be used:

"a half of a (or an)" with a term of measurement, as hour or mile; as in "I walked on for a half of an hour."

"accord to," as in "This did not accord to the rules."

"accordance to," as in "They proceeded in accordance to his advice."

"accustomed with," as in "I was not accustomed with the method used here."

"and etc.," as in "football, baseball, tennis, and etc."

"arrive to," as in "He finally arrived to his destination."

"become to be," as in "Through these efforts I became to be looked upon as the chief enthusiast."

"characteristic to," as in "The rudeness characteristic to an Englishman."

"charge of" as in "He was not charged of any bad faith."

"city So-and-so," as in "I was born in the city Chelsea, Massachusetts."

<sup>22</sup> Shylock had probably been planing on getting his revenge.—We will be shown other peoples idea's, in this way we cannot help but become more broad minded.—The ground in back of the building should be made into a park.—I got up early in preparation to an all days absents from the farm.—Winter may be looked upon as to comprise the farmers vacation.—The paper and plate is placed into a holder.—The demand of milk is met out of what is in the basin.—Mark Anthony intended and succeeded to capture the mob.—They go to the post office even if they expect any mail or not.—Most of the girls were accustomed of playing the game out side.—I was at a loss of what to do.—They hinder floods to wash over the valleys. He was going in the opposite direction than we were.—The doctor said the sickness was caused from a poison.—The lawyer was none other but Portia.—Hamlet induced Horatio for accompaniment [*i. e.*, to accompany him].—He made several remarks of insult to Shylock.—They became acquainted to each other.—He questioned me what I wanted.—He was at loss to know where to go.—On the following day of this incident he received a message.—Each made threats towards the other.—The servants were at a loss of what to do.—This seemed to me as a comfortable room.—The drug from which he hoped to cure the Earl's sickness.—The elevator takes one up without that he has to waste any energy.—I did as he told me, resulting that I was admitted.

- "contemplate about, or on," as in "I contemplated on making a change."
- "deal on," as in "The author deals on the problem of retribution."
- "demand somebody to do something," as in "They demanded me to submit my vouchers."
- "deny somebody of something," as in "He denied himself of the customary recreations."
- "derive in," as in "Few derive much pleasure or benefit in this course."
- "devote in," as in "I usually devote my Sunday afternoons in walking."
- "different than," as in "It is far different in every way than high-school work."
- "discuss about, or on," as in "I do not intend to discuss about all the occurrences."
- "doubt but what," as in "There is no doubt but what he stands for progressive measures."
- "express that," as in "They plainly expressed that they thought it unfair."
- "from descent," as in "I am not wholly from German descent."
- "fall into love," as in "At first sight I fell into love of the lake."
- "get a hold of," as in "The first thing he must do is to get a hold of the shovel and make a path, whereby he and his family may trod to their various activities."
- "help but," as in "No one could help but admire him."
- "hesitate doing something," as in "I hesitated opposing him."
- "hope somebody something," as in "My hostess hoped me a pleasant journey."
- "in back of," as in "The orchard is in back of the barn."
- "in favor with" for in favor of, as in "Roosevelt was not in favor with any compromise."
- "in love for," as in "Viola had fallen in love for the duke."
- "in search for," as in "Hube went in search for firewood."
- "inferior than," as in "Our team was inferior, both in weight and in skill, than theirs."
- "insight of," as in "an insight of the principles."
- "interested of," as in "They appeared especially interested of our sealing process."
- "into two," as in "The barrel was then carelessly sawed into two."
- "of no avail" used as an adverbial modifier, as in "I tried, but of no avail."
- "on a whole," as in "It is pleasanter, on a whole, than the average course."
- "neither . . . or," as in "Alas, it had neither risen or fallen."

- "plan on," as in "I planned on spending my vacation in Quebec."
- "place into," as in "They are next placed into molds."
- "prefer than," "preferable than," as in "He preferred to kill it than to let it suffer."
- "quite some," as in "The house stands quite some distance from the sidewalk."
- "possessed with" for possessed of, as in "She was possessed with unusual artistic ability."
- "rarely ever," as in "I rarely ever took time to go to the theatre."
- "regard to be," as in "We all regarded him to be overzealous for reform."
- "relate about, or of," as in "London relates of a dog's adventures."
- "release of," as in "I wanted to be released of all responsibility."
- "remember of," as in "For the life of me I could not remember of ever seeing him before."
- "Reverend So-and-So (surname)," as in "I was converted while listening to Rev. Hawkes."
- "rid from," as in "Arthur rid the land from all disorder."
- "seldom ever," as in "There is seldom ever a fair decision of such controversies."
- "spend by," as in "I spent most of my vacations by canvassing."
- "succeed to do something," as in "Finally she succeeds to persuade him."
- "such who," as in "All such members of the society who disapproved arose and left the hall."
- "such so that," as in "Such a clamor arose so that he had difficulty in making his voice heard."
- "superior than," as in "This position was superior, so far as salary was concerned, than any I had yet held."
- "tend to," as in "Who would tend to the rehearsals?"
- "term as," as in "This process is termed as a gerrymander."
- "that there," "this here," as in "This here primary system used in Wisconsin will turn out a failure."
- "to no avail" used as a predicate complement of to be, as in "All his efforts were to no avail."
- too modifying a participle directly, as in "I was too offended to remain."
- "treat with, or about," as in "This essay treats about culture."
- very modifying a participle directly, as in "The delegates became very excited."
- "year of such and such a number," as in "I entered in the year of 1910."

b. The predicate of a sentence should not be modified by not if the sentence, without the not, is a negation.

<sup>22</sup>b. All that time I didnt learn nothing to speak of.

*c. In a statement qualified by hardly, by scarcely, or by only or but directing attention to the smallness of a number or quantity or degree, the predicate should not be modified by not.*

REFERENCE

23. *Reference words (i. e., words representing, or seeming to represent, other words in the context; pronouns of the third person are the chief, but by no means the only, reference words) should not be used in such a way that their meaning is ambiguous, uncertain, or indefinite. Specifically,—*

*a. A pronoun of the third person should not be used to represent a word that has not been used or referred to for a considerable space.*

*b. A pronoun of the third person should not be used to represent a word so lacking in prominence that the reader does not immediately perceive what the pronoun is intended to mean.*

*c. The relative which should not be used referring to a whole statement preceding, if that statement ends in a noun to which the relative may be erroneously referred.*

*d. A reference word that has been used to represent one noun should not be used to represent another if that other has not prominently intervened.*

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<sup>22</sup>c. A great many freshmen, do not know hardly a single person in Madison. When they step off the train there is no one he knows to meet him.—There did not seem to be hardly any chance of success.—There were not scarcely a handful present.

<sup>23</sup> Tresilian met Wayland in his workshop and after he heard his story he convinced him to go along with him.—From this time on, Tressilian went with Lambourne, for he knew where Amy was staying.

<sup>23</sup>a. The use of a gun . . . The gun is the . . . Soldiers carry guns. . . Guns have done . . . A nation is ranked by the number of guns she possesses and the skill of her soldiers in using them. *It is also used by private persons . . .*

. . . I discovered an old boat. I got in and pushed out into the current. It happened that the only thing I had to row with was a piece of board. Finding I could not paddle *it*, I anchored.

<sup>23</sup>b. At the Tomb of George Washington there is a vine growing over it.—What is the use of finding the north pole? This is a question that is being asked since its discovery by Mr. Peary. Of course it is of no use commercially.—Immediately upon the entrance of the ghost it beckoned to Hamlet.

<sup>23</sup>c. I discovered the hiding-place which made him angry.—I have had very few accidents which I attribute to the care I have taken.—My house is near the Engineering Building which makes a nice walk.

<sup>23</sup>d. He took Wayland with him because he claimed to be able to cure the Earl of Sussex when he heard what his ailment was.—Wayland re-

*e. The ambiguous, indefinite, and meaningless use of it should be avoided.*

*f. He or she should not be used to represent a writer not named in the context.*

*g. The ambiguous and obscure use of former and latter should be avoided.*

*h. Reference words should not be used to represent words suggested to the writer by the context, but not present in the context. Specifically,—*

*(1) A plural pronoun should not be used to represent a plural noun suggested by a singular, but not present in the context.*

*(2) A singular pronoun should not be used to represent a singular noun suggested by a plural, but not present in the context.*

lates how he was once in partnership with a doctor, and how he applied his remedies to his patients.—It [my room] has one disadvantage and that is that it is too far to climb up and down to the street.

<sup>23e.</sup> It is well worth while to visit it.—If he did not take that study it would hinder him in his course. If allowed to drop a study he did not like it would weaken his character.—Concerning the care of a gun it all depends on what kind of a gun it is.—There is a prohibitory law in Evanston; and though it is easy to get on a car and go to Chicago for liquor, yet it is affective because it makes it more difficult to get it.

<sup>23f.</sup> The essay just read to the class deals with castle-building in Spain. He describes the beauty of his own castles.

<sup>23g.</sup> I am not in favor of the stunts which old students perform upon the new comers. To the latter class belong such acts as ducking.—Tressilian came to the house where Amy was and wished to see her. Varney met him at the gate. The former was a rascal in the eyes of all the people.—As Tressilian was about to pass through the gate, he met Varney, an attendant of the Earl of Leicester, and exchanged a few words with the latter.—He turned from Charlie to the man in the straw hat and knocked the latter playfully off of his head.

<sup>23h.</sup> Many lives are lost by accidents; such as, trees falling upon them.—Debating is coming to be regarded as an important item in a mans education and high schools are devoting more time to instruct students along these lines.

<sup>23h (1).</sup> The gymnasium for girls was omitted long after the boys had them.—The influence of the five cent Theatre to my estimation should be abolished. They tear asunder ones moral training . . . These houses of amusement do not only tend to tear ones moral training from him but it pollutes ones mind.—An education in a university is preferable to one in a small college because their spirit is greater.—The old and experienced hunter is always very careful and these men seldom ever have accidents.—Some say that because the Jew got interest for his money that he was hard-hearted and they pushed them out of their way or did anything they pleased with them.

<sup>23h (2).</sup> Few intelligent boys from ten to fifteen could resist the fascination of the plays if they were read to him by a competent teacher.—Forests must be conserved as it is one of natures gifts to all mankind.—Some people are compelled to wait an hour if he wants to



(3) *A reference word should not be used to represent a noun present only as part of a compound word or as an adjective modifier.*

## SENTENCE-STRUCTURE

### Length

24. The sentences of a composition should not be uniformly and babyishly short.

### Unity

25. *A sentence should not consist of two or more statements conspicuously unrelated.*

26. *A sentence should not consist of numerous short statements strung together with and's or but's.*

27. *A sentence should not contain numerous consecutive dependent statements (i. e., dependent clauses, participial phrases,*

be waited on consequently farmers get their very early if he has much trading to do.

<sup>23</sup>h (3). For book work little has been done outside of getting them.—A college graduate loves to recall the friends he made there.—When you fill the gasoline tank, always strain it.—Bass-fishing is no fun unless you catch a big one.

<sup>24</sup> It was a little country store at a cross roads. The store was not large. This store was different from most stores for it had a porch. On the porch was a number of men. They were clad in overalls and old coats. The windows were not very large. They had a number of panes in each one.

As you enter the store the first thing you would notice would be the candy. It was in a glass case. The candy was covered with dust. It looked as if it had been there ten years.

When you turn to your right you would see two women. They were buying dress goods. The goods were ancient and ugly. The women were discussing which they would buy . . .

<sup>25</sup> I registered for the Commerce Course but every course takes work.

<sup>26</sup> Killing chickens was one of our diversions and we hurt a good many by throwing stones at them and even went into the hencoop to kill them and when my mother saw the bodies she asked what had happened but I said I didn't know and I don't think she ever found out.

<sup>27</sup> At Geneva he became traveling tutor to a young gentleman, the son of a rich London Pawnbroker, traveling with him as far as Marseilles where both were glad to separate and he returned to England where he learned that his mother had died during his absence which for a time prostrated him with grief from which he sought consolation in literary work publishing *The Vicar of Wakefield* in 1762.

and absolute phrases), the second depending on the first, the third on the second, and so forth.

There is no objection to numerous<sup>1</sup> dependent statements in a sentence if these statements are organized into a few groups, or one group, of coördinate members. Thus, there is no objection to the following sentence:

When I contemplate these things; when I know that the colonies in general owe little or nothing to any care of ours, and that they are not squeezed into this happy form by the constraints of watchful and suspicious government, but that, through a wise and salutary neglect, a generous nature has been suffered to take her own way to perfection; when I reflect upon these effects, when I see how profitable they have been to us. I feel all the pride of power sink, and all presumption in the wisdom of human contrivances melt and die away within me

because the numerous dependent statements are organized into a simple system, thus:

When I contemplate.....		} I feel {	{ all the pride.... all presumption
When I know {	{ that the colonies.....		
	{ that they are not .....		
	{ that, through.....		
When I reflect.....			
When I see.....			

Ten or twenty or any number of dependent statements do not produce a straggling sentence, provided they are coördinated, either all together or in different groups, so that each is coördinate with some other. But three or four consecutive dependent statements will produce a straggling sentence if they are not coördinated or only partly coördinated, thus:

I arrived in Grand Rapids at ten P. M. after ten hours of travel and was met at the train by my brother who greeted me in a very pleasing manner after which we made our way to his home and were met at the door by his wife who had supper ready.

### Unrelated and Misrelated Modifiers

28. *A participle should not be used in such a way that it may not be readily associated, in reading, with the person or thing to which the action expressed by the participle belongs, or may*

<sup>28</sup> He often saw her in the garden, sometimes climbing over the wall and walking with her.—My travels in the United States have been extensive, also making several trips into Canada.—The first view of the town coming down the road is rather uninteresting, but drawing nearer several pretty features appear.

*readily be associated with a wrong person or thing. Specifically,—*

*a. A participle should not be used in a simple sentence or in a clause unless it can be construed as an adjective modifier of some substance in that sentence or in that clause.*

*b. A participle should not introduce a simple sentence or a clause if the participle does not relate to the subject of the sentence or the clause.*

Violations of the two preceding rules are occasionally found in good literature. Such violations are not objectionable *per se*; they are not to be condemned if (as happens when an experienced writer makes them) they do not result in momentary obscurity or misconstruction. But it is best for students to observe these two rules strictly and invariably.

*c. A participial phrase expressing result (especially one introduced by thus) should not conclude a simple sentence or a clause if the participle does not relate to any substantive in the sentence or the clause.*

*d. A participial phrase introduced by caused by should not conclude a simple sentence or a clause if the caused does not relate to any substantive in the sentence or clause.*

*e. A person or thing which is the subject of a simple sentence or a clause should not, in the same simple sentence or clause, be made an object in a participial phrase.*

29. *A gerund phrase (i. e., a prepositional phrase in which a verbal noun is the object of the preposition) or an infinitive phrase (i. e., an infinitive with to, with or without adjuncts) should not be used in such a way that it may not be readily associated, in reading, with the person or thing to which the ac-*

<sup>28</sup>a. The mantel was to be draped with pennants acting on my sisters advise.—(See also the two sentences just preceding.)

<sup>28</sup>b. Looking at it from the childrens standpoint the show has a bad influence.—Seating themselves, Thompson told the story of his life.—Being in need of a pair of suspenders, my mother extemporized a pair for me made of tape.—Having eaten no breakfast, the motion of the ship brought on a nausea.

<sup>28</sup>c. Quarrels are not as liable to occur thus developing good feeling all around.

<sup>28</sup>d. The father was taken very sick caused by the news of his daughter's elopement.

<sup>28</sup>e. Having used my gun carefully, it shoots as well now as when it was new.—Viewing the house from this point, it seems almost buried in foliage.—Never having seen the house, it is hard to describe.—The girth should be fastened loosely, at the same time pushing it forward.

<sup>29</sup> In talking to old Romulus he does not answer as if he were intelligent.—The horse became ungovernable; and after dashing through the street, knocking down several pedestrians, and kicking the dashboard to pieces, I decided to get out of the buggy.—His love was too great to see her sad.

tion expressed by the gerund or the infinitive belongs, or may readily be associated with a wrong person or thing. Specifically,—

a. A person or thing which is the subject of a simple sentence or a clause should not, in the same sentence or clause, be made an object in a gerund or infinitive phrase.

30. A subordinate clause from which the subject and predicate are omitted (e. g., while going for while I was going; when a boy for when he was a boy) should not be used in such a way that it may not be readily associated, in reading, with the person or thing represented by the omitted subject, or may readily be associated with some other person or thing. To this end,—

a. Such a clause should, as a rule, not be used unless the omitted subject is the subject of the governing clause.

The remarks made in the note under rule 28b apply equally to the foregoing rule.

### Ellipsis

31. One form of a verb should not be “understood” (*i. e.*, omitted with the implication that it is to be supplied) from a different form.

32. A passive auxiliary should not be “understood” from a form of *be* used as a principal verb.

33. A modifier should not be “understood” from a following member which could not grammatically and logically supply the omission. Specifically,—

a. A *than* clause should not be “understood” from a following *as* clause, nor an *as* clause from a following *than* clause.

<sup>29a</sup> Immediately after using the gun it should be cleaned.—After developing the films they should be washed.—Instead of gluing the top, it was nailed.—By moving the clutch it will become disengaged.—To make a horse a good roadster, it should be trained while it is a colt.—In order to make it stiff it was dipped in starch.—Pictures should be studied to appreciate them.

<sup>30</sup> When carrying a gun it should be laid over the shoulder with the muzzle penetrating upward at an angle of about 5 degrees.

<sup>30a</sup> While chewing the food small pieces lodge in the teeth.—If the gun is dirty, when shooting the bullet is hindered in its progress.—When only half asleep, some one rapped at the door and in they came.—*An Accident While Hunting* (title of an essay).

<sup>31</sup> I have and I hope I always shall call Milwaukee my home.

<sup>32</sup> The bear was very ferocious and therefore carefully guarded.

<sup>33a</sup> Prairie hay fattens horses as well if not better than timothy.

b. A prepositional phrase should not be "understood" from a following member not containing the right preposition.

34. A plural noun should not be "understood" from a following singular noun, nor a singular from a following plural.

35. Where there are two or more coördinate nouns the first of which is modified by an article or a possessive, the article or the possessive should usually not be "understood" with the other nouns if they designate distinctly different persons or things.

36. To indicate adverbially the time of an occurrence (as distinguished from the duration of an action) nouns should not ordinarily be used without prepositions; except nouns modified by *next, last, this, that, each, every, any, one, or some*.

37. The conjunction *that* should not be omitted from a result clause following *so*, or from a substantive clause used as subject or predicate complement.

38. *The same* should not be used adverbially for *in the same way*.

39. In formal writing, articles, pronouns, verbs, and prepositions should not be omitted as in telegrams and diaries.

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<sup>33</sup>b. Nothing can add or detract so much from the enjoyment of a dinner.

<sup>34</sup> Among the curiosities are John Adam's, as well as several other Presidents', chair.—He possessed one of the greatest, if not the very greatest, mind of his era.

<sup>35</sup> The dining room, reception room and kitchen are on the first floor.—My room contains a couch, table, rocker and wardrobe.—On account of the darkness in my room I am compelled to light the light whenever I remain therein and therefore have both an ornamental and study lamp.

<sup>36</sup> The year following these occurrences I helped build the barn.—The second week they struck.—We went abroad the summer of 1908.

<sup>37</sup> It makes his mind alert so he can speak whenever called on.—The cars are so slow I prefer to walk.—I tied it so it would not fall.—The cause was his suspicions had been aroused.

<sup>38</sup> New comers are not treated the same as old students.

<sup>39</sup> Have stated some of the things debating does for a student and may say in conclusion . . . —Mayor is elected by people every two years and same concerning Aldermen, lastly Attorney and Treasurer. [Not written by a foreigner.]

## Order

40. A modifier should not be so placed that it is not naturally and immediately associated, in reading, with the right element.

## Logical Congruity

41. Every member of a sentence should be logically congruous with the rest of the sentence. Specifically,—

a. A predicate should be logically congruous with its subject. Specifically,—

(1) A writer should not, after writing a subject, forget or fail to perceive what the subject is, and so write a predicate congruous with some word accompanying the subject or suggested by the subject, but incongruous with the subject itself.

<sup>40</sup> The knowledge of the polar region of the men is also considered.—We cheerfully carried water to the patient horses that had drawn us all this distance in buckets.—She poured words of sympathy upon my bedraggled state into my ears.—The nurse pretended that her own baby had died in order to gain the property.—I frantically shouted to my father who had strolled a little distance up-stream for help.—My father learned that I had gone swimming by some mysterious means.—A man smashed a window with his fist through which a little fresh air was thus admitted.

<sup>41</sup> The uses of a gun are very many when used in their proper places.—The land drained was between three or four thousand acres.—This revenue is necessary to keep up the running expenses of the government.—Of all my experiences I spent the most pleasant one last summer.—After spending a good nights rest we again set out.—Groups may be seen at different places; such as sitting in the window or leaning against the counter.—He not only saves money but the demoralizing effect of liquor which may also effect his children.—Mercutio the young mans name was killed in the dual.—She may jump rope and different things along that line.—Pictures of great men, women, and warriors hang on the wall.—Since I came to Madison I have lived in Wingra Park which I think is a sufficient description for any one who knows the city.—From the above I have given a description of the place where I live.—Letters from brothers, and sisters and sweethearts and other relatives.

<sup>41a</sup>. The first thing I expect the University to do for me is to become an electrical engineer.—The third door to the right is my room.—The steamboat and the rail-road are the two great highways of commerce.—The high school gymnasium which could not be found for a good many years has greatly increased.—One's first impression is the prevalence of red in the decorations.—We heard a loud explosion. This was a keg of powder.

<sup>41a</sup> (1) The great differences in the courses offered by the University are much more in advance of those offered in a smaller college.—The character of some of these advertisements are of a bright color which,

b. *The predicate complement of a verb of which cause, reason, explanation, motive, or purpose. or a synonym of one of these words, is the subject should not be a because clause, a so that clause, an on account of phrase, a due to phrase, or a because of phrase; it should be a noun, a noun phrase, or a noun clause.*

c. *A because clause should not be used as a subject or a predicate complement.*

d. *A when or where clause, except when it embodies a question, should not be used as a subject or a predicate complement.*

e. *A when or where clause should not be used where the sense requires a that clause appositive to the provisional subject it.*

f. *In making a comparison, a writer should not, through carelessness in phraseology, designate something connected with or suggested by one of the things he intends to compare, instead of the thing itself.*

g. *The illogical combinations "no sooner . . . when," "hardly (or scarcely) . . . than," "hardly (or scarcely) . . . till (or until)" should be avoided.*

h. *A quotation should be consistently direct or consistently indirect.*

naturally attract ones attention.—In making the dress the pattern is placed on the cloth to cut to best advantage and then basted together and fitted.—Many visits could be made to the Museum and every time be impressed by something unnoticed before.—The dimensions of the room are 15 feet wide and 20 feet long.—Whatever weak points the law may have, its necessity in politics to-day is indispensable.—We being situated near the University makes it very convenient to reach it.—The first place he went to was to the hotel.—The means by which we obtain heat in our dwelling is through the means of a furnace.—The topic of conversation lately has been over the discovery of the north pole.

<sup>41</sup>b. The reason for this is, cause so many words are not spelled, the way they are pronounced.—The cause of Roosevelt's popularity is due to his manliness.

<sup>41</sup>c. The only explanation is because there was an error in the signals.—Because he slipped is no reason for blaming him.

<sup>41</sup>d. My first aspect of college life was when I came here last Fall, well I got hazed by the soph's.—The first appearance of Shylock is when he meets Antonio.

<sup>41</sup>e. It was three years ago when I determined to go to college.—It was in Omaha where I first saw an auto.

<sup>41</sup>f. His time was faster than any other horse.—The streets are no crookeder than some parts of Boston.—The subject assigned to our class were no more difficult than the other class.

<sup>41</sup>g. No sooner had we arrived when the play began.—Hardly had the buck emerged from the brush, than I fired.

<sup>41</sup>h. One person seeing the stamp on the letter was from her home would ask if she had heard from John or, how are all the folks at home?—If Shakespeare could have seen Ellen Terry act Lady Macbeth, I am sure he would have declared that "here was an actress who can truly interpret my work."

## COMPOSITION-STRUCTURE

## Unity 1

42. A composition should discuss a clearly indicated single main subject. Every composition necessarily discusses a number of different topics; but these should be related to one another in one of the following ways: (1) All should be logically coördinate subdivisions of a single main subject, as in an essay on the benefits of athletics, dealing with the topics

Physical benefits  
Mental benefits

or (2) one should be the dominant topic, and the rest should be discussed as incidental to this, as in an essay on the same subject dealing with the topics

Some experiences of the writer (presented as leading up to the second topic)

The benefits of athletics

or (3) some should be coördinate, and the rest incidental to these, as in an essay dealing with the topics

Physical benefits of football

Some experiences of the writer, presented as illustrating the statements in the first component

Mental benefits of football

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<sup>42</sup> My College Work the Past Semester. The past semester I have had considerable trouble with some of my studies in college. I now see where many high schools are extremely weak. As a rule, high schools pay little attention to detail. I have found my English work particularly hard; I have great difficulty in writing correct themes, especially the grammar part. In all courses given in the University, much attention is paid to detail. While our work may be very good in some respects, it is very faulty when it comes to detail.

Detail is what we must consider very strongly in order to succeed in college work. In becoming well acquainted with the fine points, we learn how to apply what we learn to every-day life.

We may fail to see the result of this reasoning at the present time, but when we finish our course and are thrown out into the world, we will find great use for these things which we consider lightly now. When in high school, I did not look forward to having an opportunity of coming to college, but was merely working for my diploma. Had I known the requirements for college work, I would have considered my work as more important.

Some courses come easy for me due to mechanical ability. For instance, drawing or shop-work.

The great lesson I have learned so far, is to apply myself to my work, in other words, I have learned to study, and study hard.



The most common violation of the foregoing rule consists in beginning a composition as a narrative of personal experiences, and without notice (and apparently without consciousness of the change) dropping the narrative and continuing and concluding with abstract exposition or description, as in the following essay :

#### TAKING CARE OF POULTRY

In the spring of 1906 my father asked me to take care of the chickens during that year, promising that I should all the profits. I willingly accepted his offer and began my work. The necessary apparatus (if I may use the word) was all ready for me. The chicken house was divided into three rooms, each one well lighted with several windows. One room was to be used for nests for the laying hens, one for nests for the sitting hens, and one for the chickens to roost in at night. The floors were covered with sand and gravel. The nests for both the laying and the sitting hens were filled with dry straw. In each of the three rooms were large tins filled with fresh water. Surrounding the house was a good sized yard for the chickens to take exercise in ; this yard was enclosed with a strong fence of wire netting.

When it is time to set the brood-hens, the eggs must all be marked with ink or an indelible pencil, and fourteen eggs must be given to each hen. Then the hens must be watched carefully to prevent their mistaking their nests, getting into disputes, and breaking eggs. The chicks begin to arrive about three weeks after the eggs are set. As soon as a hens brood is completed, she and her little family should be moved to a separate coop. The chicks should be allowed to run about out-doors when the weather is warm and fair. If the mother is allowed to walk about with them, they are much better cared for than when alone. When the mother accompanies her family, however, there is usually a good deal of trouble in getting her back into her own coop at night.

The food that is suitable for the older chickens is very different from that which is suitable for the little chicks. If the older fowls are to be fattened, corn is the best food for them ; otherwise, some smaller grain, preferably wheat, is best. In winter it is well to mix oyster-shell or other grit with the food of the older fowls. The young chicks should first be fed with oatmeal, cornbread, or some other soft food, mixed with a little grit. After the sixth week, they may be fed with small grain ; and not until they are at least two months old should corn be given them.

43. *The method by which the subject of a composition is presented should be self-consistent. Specifically,—*

*a. The verbs of a composition should be consistent in tense.*

<sup>43a.</sup> Amy wants to go to Kenilworth at once but they rest a few days when they started out again. While traveling they meet Varney. A bunch of travelers are near so they mingled with the throng to avoid attention. Varney soon passes by. Sludge now made his appearance.—  
(See also the illustration of rule 24 on page 27.)

*b. The point of view from which the material of a composition is presented should not be carelessly shifted about, from that of "I" to that of "a person" or "one," from that of "you" to that of "we," and so forth.*

### Organization

44. The several sub-topics dealt with in a composition should be discussed in an orderly way. The composition should not touch on one, pass to a second, pass to a third, return to the second, return to the first, pass to a fourth, and so on. In other words, a composition should not be a random series of statements on its subject, but an organized discussion with a definite and logical plan.

### Proportion

45. Sub-topics that are coordinate in their relation to the main subject should be discussed with a reasonable degree of similarity as to length. Especially, after one or more such sub-topics have been adequately discussed, the last should not be introduced and hastily dropped.

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<sup>43</sup>b. It is advisable while running to often vary your pace. One must however, always understride or he would exhaust himself. He must strike a steady gait after the first half is run in order to get your position.—One cannot help but smile when you step inside this store.—I hav'nt a feeling of strangeness that one has in a strange town as you go along the street in my home town and as I meet people who know me and whom you are glad to see and whom I know are glad to see me.

<sup>44</sup> The Thefts at Kingsley Hall. During the past week several of the rooms in the girls' dormitory were robbed of articles of some value, such as jewelry and money, while the occupants were absent from the rooms. The authorities in charge of the building have not provided the girls with keys; so I think they should make up the loss, at least in part. A girl cannot feel comfortable in a dormitory where things she values highly are liable to be stolen from her. The person who took the things was probably a student. Every well-conducted dormitory should furnish keys to its occupants; then if things are stolen from a room, it is the owner's own fault. Among the objects stolen last week were several rings, a gold watch, some lace handkerchiefs, and seven dollars in cash. Such occurrences create a distrust among the girls, because when the guilty person is unknown, suspicion is general. The authorities should therefore make every possible effort to find the culprit and furnish keys.

<sup>45</sup> The Care of Our Forests. Our forests should be conserved because it will not be many years before our supply of timber will have been used. This can be done by limiting the trees to be chopped to ten

## MECHANICAL CORRECTNESS

## Manuscript

46. Manuscripts, unless written in class, should be written in ink. Only one side of each sheet of paper should be written on.

47. Paragraphs should be clearly indicated by the indention of their first lines. Lines that do not begin paragraphs should not be indented.

48. A sentence which does not begin a new paragraph should not begin a new line if there is room for it to begin on the same line with the last word of the preceding sentence.

49. Small *i*'s and *j*'s should be dotted; small *t*'s and *x*'s should be crossed.

## Spelling

50. Words should be spelled in accordance with good usage. Specifically,—

a. In monosyllables and words accented on the last syllable, ending in one consonant (except *x*) preceded by one vowel or by *qu* and one vowel, the final consonant should in most cases be doubled before a suffix beginning with a vowel.

inches in diameter. The Black Forests in Germany have been guarded in this way for five hundred years. The trees were not cut down until they were ready thus keeping them from being thinned out to rapidly. To-day these forests are very dense and still continue to be the national timber supply of the German people.

Another reason why the forests should be conserved is because the trees hold the moisture in the ground, this makes the streams more regular in their flow. When the forests have been cut down the streams dry up in dry weather and in wet weather they become raging torrents. If the forests were cut down at the source of a large river, like the Mississippi, much danger would be incurred.

When the trees are cut down the scenery is spoiled.

<sup>50a</sup>. The whey is drawn off and the curd is salted and chopped.—Let us review the history of this movement from its beginning.—We skinned the wood chuck.—I done as much as I thought I was getting paid for and went home about 4 o'clock.—It is well equipped with laboratories.—The question usually arises when he is planning his college course.—She decides to have a little trimming and buys a little blue gingham for piping.

### The Making of Butter.

The first step in making butter at a whole cream plant is the grading of cream into first, second and third grades.

After grading, the cream is heated to a temperature of one hundred and eighty degrees and at once allowed to run over a cooler, which cools the cream down to about seventy degrees.

The cream is now put into a large vat and cooled to forty five degrees. It is held at this temperature until the time of churning.

The cream after standing at this temperature for the required time, is then transferred to the churn and churned until it has formed into small, loose balls. The butter is now washed free from all butter milk with pure water. After washing the butter, about as much milk is left. . . . +

b. Words ending in silent *e* should in most cases drop the *e* before a suffix beginning with a vowel. But words ending in *ce* or *ge* should not drop the *e* before *ous* and *able*.

c. Words ending in silent *e* should in most cases not drop the *e* before a suffix beginning with a consonant.

d. The plural of a common noun ending in *y* preceded by a consonant should end in *ies*; that of a noun ending in *y* preceded by a vowel should end in *ys*.

e. Of a verb ending in *y* preceded by a consonant, the present third singular should end in *ies*, and the past in *ied*.

f. Words ending in *y* preceded by a consonant should change *y* to *i* before an added syllable.

g. Words ending in *ie* should change *ie* to *y* before *ing*.

h. Verbs ending in *y* should not drop *y* before *ing*.

i. Adjectives ending in *n* should not drop *n* before *ness*.

j. Words ending in *l* should not drop *l* before *ly*.

k. Not the suffix *ly*, but the suffix *ally*, should be added to *accident*, *incident*, *occasion*, *intention*, *exception*, and to adjectives in *ic*, to form adverbs.

l. The plural of common nouns ending in a consonant should be formed by adding *es*, only when the plural has an extra syllable.

m. The plural of nouns ending in *aw*, *ew*, and *ow* should be formed by adding *s*.

n. The present third singular of verbs ending in a consonant should be formed by adding *es*, only when that form has an extra syllable.

o. The present third singular of verbs ending in *ay*, *ey*, *oy*, and in *aw*, *ew*, *ow*, should be formed by adding *s*.

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<sup>50</sup>b. In wet wether the streams become raging torrents.—Hazeing if not carried to far is alright.—In Perry's own words to the Herald, referring to the article Cook is writting, he says he is handing you a gold brick.—Noticable.—Advantagous.

<sup>50</sup>c. They aford wholesome amusment.—They are fighting a hopless cause.

<sup>50</sup>d. Both in the mountains and in the vallies and planes.

<sup>50</sup>e. The server then trys again.—It is not carryed on in a systematic way.

<sup>50</sup>f. Heavily. Wearyness.

<sup>50</sup>g. His arm lieing accross the pulpit.

<sup>50</sup>h. Studing (for *studying*). Carrig (for *carrying*).

<sup>50</sup>i. Suddeness. Drunkeness. Stubborness.

<sup>50</sup>j. Finaly. Realy. Practicaly. Actualy.

<sup>50</sup>k. It was accidently discharged.

<sup>50</sup>l. He finds out a great deal about college affaires. Freakes.—Wheeles. Screenes. Traveles. Answeres.

<sup>50</sup>m. Windowes. Lawes.

<sup>50</sup>n. Findes. Claimes. Assignes. Repaires. Occures. Transferes, Equales.

<sup>50</sup>o. Displayes. Obeyes. Annoyes. Sawes. Sewes. Wheel-barrowes.

p. In verbs ending in *le*, an *e* should not be inserted before the *l* in any inflectional form.

q. The adjective suffix in such words as *useful*, *beautiful*, *careful* should be spelled with one *l*.

r. The adjective suffix in such words as *humorous*, *glorious*, should be spelled *ous*, not otherwise.

s. In nouns like *curiosity*, *generosity* the suffix should not be spelled "ousity."

t. In *also*, *always*, *altogether*, *already*, and *almost* the *l* should not be doubled.

u. In *describe*, *description*, *desire*, *despair*, *despise*, *destroy*, and *destruction* the first syllable should not be spelled *dis*.

v. *All right* should not be spelled "alright."

w. In *professor*, *profession*, *professional* and *professionally* the *f* should not be doubled.

x. In *disappear* and *disappoint* the *s* should not be doubled.

y. In *receive*, *receipt*, *conceive*, *conceit*, *deceive*, *deceit*, and *perceive* *i* should follow *e*; in *believe*, *belief*, *relieve* and *relief* *i* should precede *e*.

z. The words in the several groups following should not be confounded in spelling:

<sup>50</sup>p. Setteled. Handeling. Sparkeles.

<sup>50</sup>q. Stories discribing the domestic and social costums of the Eskimos.

<sup>50</sup>v. Hazing if done in the proper way; is alright.

<sup>50</sup>y. The lonly gaurd thot it must be time for the releif to come arround. He said I'll see the time when I pass the comissary again.—Because of the physical benifit recieved.

<sup>50</sup>z. Most of the accessive drinking is done in cheap saloons.—This fact you are all ready aware of.—Breakfast is now already and at the first blow of the horn in rushes the entire family.—Boulivards boarded with magnificent residences.—One who has choosen his profession. Have not the people enuf knowledge to ably chose a senator?—Some of the chord wood is halled to the house for the farmers own use.—The horses must be feed and watered.—After the stock is feed the milking begins.—The avridge freshmen regards such an occurance with dissapproval.—The Souphmores haze the Freshmen to try to find out how much endurence the later possesses.—The voter finds it inconvient to go to the poles so looses his vote.—I pealed the potatoes.—The Princible of our high school favored the plan.—Everything was peaceful and quite.—The gun should be rapped in cloth.—He walked a little ways down the rode.—Such a play is better then a sermon.—I than went home and changed my clothes.—For whose minds are easier to change then the minds of the common populace?—Making sure that all comma's and colons were in there place.—I was young and therefor shy.—The corn has now growen to large to be harrowed.—Then to, I do not think ones vocation should be choosen so young.—Too the left is my bed and next too this is the radiator.—He has only the chores of his stock to attend too.

accept, except	freshman, freshmen
access, excess	gentleman, gentlemen
advice, advise	hear, here
affect, effect	later, latter
aisle, isle	led, lead
already, all ready	lose, lose
altogether, all together	meet, met
alter, altar	metal, mettle
angel, angle	passed, past
bare, bear	peal, peel
berth, birth	plain, plane
born, borne	principal, principle
boarder, border	quiet, quite
bridal, bridle	rap, wrap
bus, buss	reign, rein
canvas, canvass	road, rode
capitol, capital	shone, shown
choose, chose	site, sight
chord, cord	spend, spent
clothes, cloths	stake, steak
coarse, course	straight, strait
corps, corpse	than, then
council, counsel	their, there
decease, disease	therefore, therefor
desert, dessert	threw, through
device, devise	to, too, two
dairy, diary	track, tract
duel, dual	waist, waste
e'er, ere	weak, week
feed, fed	weather, whether
formally, formerly	woman, women
forth, fourth	your, you're

aa. The following words, which are in many cases habitually misspelled because they are habitually mispronounced, should be spelled as here printed :

across	athletic	Baptist
Antony	attack	bouquet
Arctic	attacked	cartridge
athlete	auxiliary	casualty

<sup>50</sup>aa. They marched strait acrost the bridge.—People are gaining a good knowledge of Artic geography.—If his honor was attackted he would fight.—He put in a catridge and snaped the triger.—Falstaff and several other guess [guests] at the inn.—His uncle pretended not to reconize the scape grace.—Noise is strickly prohibited.—I was surprised at his unpleasant manner.—The second audience was of a different temperment than the first. We were much dissappointed in the play's reception and our self esteem droped about 70 percent.—I use to know him years ago.

diphtheria	miniature	recognize
drown	mischievous	regular
February	partner	ruffian
grievous	partridge	sophomore
guest	perform	strict
height	perhaps	suffrage
heinous	pertain	surprise
irrelevant	pervade	temperament
kindergarten	Presbyterian	temperature
loyalty	pumpkin	used

bb. The following words, which are very common in the conversation of students, and yet are frequently misspelled by students, should be spelled as here printed:

apparatus	definition	professor
arithmetic	grammar	quiz
athlete	impromptu	quizzes
chemistry	laboratory	sophomore
college	mathematics	sorority
commencement	preparation	

cc. The following miscellaneous words, which are often misspelled by students, should be spelled as here printed:

accommodate	afford	amount
according	afraid	apart
across	allow	apiece
adjoin	among	approach

<sup>50</sup>bb. Our sorority.—Then there is a certain amount of Athletics, that will receive part, or some of my attention. such as: work in the gymnasium, just enough, of that work to keep my muscles, developed, in in a healthy condition.—I took great pleasure in the preparation of our Class Play—more I believe than any other member of the cast.—I think that a college education broadens the mind of the young man or woman; it puts a keen edge on the intellectual facilities, thus enabling them where they go out in life to compete with the millions, of straggling humanity.—The freshmen is not familiar with the ways of the College, while the jounirs, sophs and seinors know what to do, to make them selves agreeable.

<sup>50</sup>cc. An adjoining room.— The money paid the city does not ammount to much.—It is arrainged to my taste and contains the necessary articles.—It was an ideal autum day.—A buisy man.—Anthony's oratory is a good tribute to Ceasar.—They keep going from bad to worse untill certian breeches of diseplin cause there arrest.—The question was dicided for me by my Elders.—The delapidated screen door.—Differant kinds of guns.—Hard earnest work.—In order to make proper explanations one must have some knowledge of English.—I had a sort of facination for machines.—From foriegn countries.—He is a foreighner.—They were willing to leave their homes, and face the cold wheather of the artic region. Some thought the



around	conscious	equal
arouse	containing	excellent
arrange	convenient	exhaust
arrive	dealt	exist
ascend	decide	existence
attitude	definite	expedition
autumn	descend	experience
awkward	describe	explanation
balance	destroy	fascinate
banana	different	fed
benefit	dilapidated	foreign
boundary	disastrous	forty
burglar	discipline	government
business	earnest	governor
busy	eighth	group
Cæsar	embarrass	guard
certain	endeavor	handkerchief
comparative	enough	handsome

region was one mass of ice and so cold that neither man or beast could live their. The more ignorance classes expected to find a high pole stuck in a bed of ice.—We were tired and hungary.—Imagine your self going through a dark woods about 11 oclock at night.—Interesting things.—He must suffer these punishments—for what good reason he does not no.—We have out side reading in the nature of Macuallys essays.—He spoke for a few minuets.—Excellent oppertunity.—It is looked upon as near play.—The necesaty of being extremely careful.—Inorder to have popular election it would be necessary to change the constitution.—Bas Ball is played, read, and talked about nowdays.—He is cut of from his neighbors society by storms of many days length.—The United States payed over a million dollars.—A peice of wood.—An antedote for poison.—Discussion of politics.—If U. S. Senators were elected bp Popular Vote; it would be possable for the densly populated portion to always elect a man from there locality.—A practicle invention.—I am a priviledged character.—The privilage of selling liquor.—Over he goes to a girl with his first perposal.—Persude by a horseman.—Liquer in large quantities.—The rapidly decreasing amount of timber.—The cows were streching themselves waiting to be milked which I did. After milkiag and seperating I feed the pigs which were making more racket then a bunch of sophmores.—To the supprise of all our play was a success.—It is not altogather a success.—In writting I was not seficiently carefull to see that the words were spelled correct.—It is shure to be a latter model.—People wanted home made candy to give to thier friends.—She learned how to put the parts together.—It is popular, as a usal thing.—The night came 'round as it usely does.—The first thing to be considered is first wheather it is to be a talored, street, or evening dress. Then the selection of a dress maker.—There is no possibility of saying wether it will be of any value.—I wondered home again.—A person soon learns how to stear the mechine.—Ordinariially they have three meals.

huge	omit	shoulder
hundredth	operate	similar
hungry	opportunity	speak
imagine	origin	specimen
immediate	paid	speech
immense	pamphlet	stretch
impossible	parallel	succeed
independent	pastime	sufficient
indulge	persuade	sure
interest	phrase	surround
interrupt	piece	temperament
intimate	poison	their
invitation	politics	thorough
island	possible	those
itself	possess	together
know	practical	toward
knowledge	precede	Tuesday
laid	preserve	until
lightning	prisoner	usual
Macaulay	privilege	utmost
meant	proceed	vague
mere	prove	vigorous
minute	pursue	village
mischievous	quantity	villain
month	rapid	wander
murmur	recommend	weather
mystery	repetition	Wednesday
necessary	safety	whether
Niagara	Saturday	whom
nowadays	scene	whose
occasion	sentence	world
off	separate	writer
officer		

### Compound and Derivative Words

51. Compound and derivative words should not be written with their components separated as if they were distinct words. Specifically, words of the following classes should not be so written:

- a. Nouns composed of a noun preceded by *ex*, as *ex-president*.
- b. Nouns composed of a noun plus an adverb, as *passer-by*.

<sup>51</sup> She selected a percale with a white back ground.—We must not over look the main thing.—I hope you will under stand it.—He out lined my course for me.—The uper class-men have a handy cap over the freshmen.—I have always been interested in the three legged in- struments used by surveyors.—Some of the care worn faces are wait- ing to hear how an ill friend is feeling.—An other interesting display.

c. Nouns composed of *half* or *quarter* plus another noun, as *half-mile*.

d. Adjectives composed of a noun plus *like*, as *rope-like*, *child-like*.

e. Adjectives composed of a noun plus an adjective, as *coal-black*.

f. Adjectives composed of an adjective, or noun, plus a noun, plus *d* or *ed*, as *bright-eyed*, *eagle-eyed*.

g. Attributive adjectives composed of a passive participle plus an adverb, as *a worn-out coat*.

h. Attributive adjectives composed of a numeral plus a noun, as *a twenty-dollar suit*.

i. Adjectives composed of a passive participle preceded by a substantive denoting the agent or agency or means, as *self-possessed*, *ink-stained*.

j. Nouns or adjectives composed of a noun, an adjective, or a participle preceded by the name of an object acted upon or concerned, as *self-respect*, *self-interest*, *self-important*, *heart-rending*.

k. *Another*.

l. *To-day*, *to-night*, *to-morrow*.

m. *Good-bye*, *good-by*.

n. All the classes of words mentioned in the following section.

52. Compound and derivative words which in good usage are written "solid," should not be written with their components separated by the hyphen. Specifically, words of the following classes should not be hyphenated:

a. Derivative nouns in *hood* and *ship*, as *manhood*, *fellowship*.

b. Compound nouns beginning with *out*, *in*, *over*, *under*, *off*, *up*, *mis*, *mid*; as *outbreak*, *inlet*, *overcoat*, *underbrush*, *offspring*, *uplift*, *misfortune*, *midnight*.

c. Compound pronouns, as *myself*, *whatever*, *something*.

d. Adjectives in *ward*, *right*, *less*, *ful*, *some*; as *upward*, *upright*, *fearless*, *scornful*, *lonesome*.

e. Verbs beginning with *fore*, *mis*, *out*, *over*, *under*, *up*, *with*; as *foretell*, *misspell*, *outrage*, *overcome*, *undertake*, *uphold*, *withstand*.

f. Compound and derivative adverbs, prepositions, and conjunctions—particularly the following:

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<sup>62</sup> Endurance, privation, bravery and all other elements of strong man-hood.—Tafts satisfaction was great.—They never fore-saw the need.—The world was nearly over-balanced with Dr. Cooks news.—I over-took a conversation in the seat ahead.—It was punishment enough to have his daughter rob him with out loosing the rest of his money.—The freshmen does not know any one and there fore feels home-sick and lonely.—How can his cattle give milk with-out water?—Something where by to remember the occassion.—They are some-what better informed.—He recognized her, and she like-wise recognized him.

together	almost	indoors
	although	outdoors
without	already	
within	altogether	upstairs
	always	downstairs
instead		
	throughout	upright
whenever		downright
wherever	somewhat	
however	somehow	beforehand
	sometimes	behindhand
nevertheless		
inasmuch	moreover	overhead
outside	thereafter	
inside	thereby	underneath
	therein	
perhaps	etc.	therefore
	furthermore	whereas
likewise		whereby
otherwise	upward	wherein
	downward	etc.
a piece	backward	
	forward	notwithstanding
nowadays		

53. An expression which in good usage is written as a group of separate words should not be combined into a compound word, either by being hyphenated or by being written "solid." Specifically, the following expressions should not be so combined:

a while ( <i>noun</i> )	each other	in order
all ready	one another	in spite
all right	<i>en route</i>	at last
any day	every day	near by
any time	every time	other hand
any way ( <i>noun</i> )	<i>ex officio</i>	some day
by and by	in fact	some time ( <i>noun</i> )
by the way	in front	some way

<sup>53</sup> The land lady is a german woman and will not allow us to wristle with oneanother in any part of the house.—The eventful night came atlast.—He was unnoticed for awhile.—I walked up and down for sometime.

### Abbreviations

54. In connected discourse nouns, common or proper, should not be abbreviated—except certain personal titles when used in connection with names. Specifically,—

a. The following common nouns should not be abbreviated:

county	company	city
street	brother	manager
avenue	agent	proprietor
railroad	building	
university	mountain	

b. The proper names of states, cities, and countries, and of the months and the days, should not be abbreviated.

c. Nouns used as titles should not be abbreviated when not used in connection with names.

### Numbers

55. Numbers designating dates, numbers designating pages or divisions of a book or document, street numbers of houses, numbers occurring frequently, as in a detailed statement of quantities or measurements,—these numbers should usually be represented by figures.

A number not included in one of the classes mentioned above should, when mentioned in connected discourse, usually be spelled out if it can be expressed in one or two words; as *three, sixteen, two hundred, fourteen million.*

### Syllabication

56. When a word is divided at the end of a line, the separation should be made between syllables, not elsewhere. Specifically,—

a. A combination of letters the separate pronunciation of which is impossible or unnatural should not be separated from the remainder of the word.

<sup>54</sup> Sentiment among different parts of the U. S. is conflicting. For instance Penn. wants a tariff on iron while Wis. does not.—For 4 years I was employed by the structural Steel Co. in Waukesha, Wis. This co. built the Majestic Bldg. in Milwaukee.—You can see the peaks of the mts.—He was a famous dr.—I spoke to the supt. about it.

<sup>55</sup> On January the nineteenth, nineteen hundred and ten. I took sick.—He spent two or 3 hundred dollars.—A party of 9 went camping.—I registered for only 4 studies.—She was then only 13 years old.—I must be there at 11 o'clock.

<sup>56</sup> fundame-ntal, exc-ursion, diffic-ult, bet-ween, star-ted, ras-hness, rec-eived.

b. A monosyllable, used either separately or as part of a compound word, should not be divided.

c. A dissyllabic form of a monosyllabic word should not be divided within the stem. }

57. A syllable of one letter should not be divided from the rest of the word.

58. When a word is divided, a hyphen should follow the first member; no hyphen should precede the last member.

### Capitals

59. The pronoun *I*, and proper nouns, including the names of the months and of the days of the week, should be capitalized.

60. Titles of persons should be capitalized when used in connection with proper names.

61. Nouns and adjectives of race and language should be capitalized.

62. In the title of a literary, artistic, or musical work the first word and all subsequent words that are nouns, adjectives, verbs, or adverbs should be capitalized.

63. A sentence following a period should be capitalized. But a sentence or clause following a semicolon should not be capitalized.

64. A sentence that begins a direct quotation should be capitalized. But a quoted word or group of words not constituting a sentence should not be capitalized when incorporated, elsewhere than at the beginning, in a sentence of the quoter.

65. Common nouns should not be capitalized except in ac-

<sup>56b.</sup> Stran-ge customs. Wi-th. Tho-ugh. Thing-s. Hou-sekeeper. Ste-amboat.

<sup>56c.</sup> Hee-ded, star-ting, ri-ding.

<sup>57</sup> A-lone, a-mong, man-y.

<sup>59</sup> At six o'clock friday we started out.

<sup>60</sup> This was disputed by captain Peary.

<sup>61</sup> It contains, besides some original paintings, a collection of indian relics.—There were some chinese vases.

<sup>62</sup> She read the, "merry wives of Windsor" to us.

<sup>64</sup> The guide said, "don't make so much noise."—But, like Mr. Jeffries, I, "Could not come back."

<sup>65</sup> Upon entering a Five Cent Theatre it appears to be dark and stuffy.—He intends to practice Law.—One of the National Questions, to-day is Prohibition.—The silence was interrupted by the whirl of Pat-

cordance with some rule of good usage or for some evident rhetorical purpose.

### Punctuation

66. The close of an independent predication that is not joined to a following predication by *and*, *but*, *for*, *or*, *nor*, or *neither* should not be left unmarked by any punctuation, nor should it be marked by a comma.

The term "independent predication" means *independent assertion, question, or exclamation*. It includes elliptical expressions such as *yes, by all means, no, not at all, good morning, good-bye, why? for what reason? steady! all aboard! etc.* when such ex-

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ridge wings . . . I had shot ten Partridges and two Rabbits.—I wanted to get a Business Education. An education that contained not only book knowledge but also a some what practical one.—Here we find Groceries, Drygoods, Hardware and Harness piled together.—There was a Banquet in the Hotel.

<sup>66</sup> I had one consolation I knew my pie would be alright.—Some nights I would get up at about twelve o'clock with some other boy and go out for a row because it was too hot to sleep in the hotel, when we had enough rowing we would go in swimming then, going back to the hotel we could sleep very well but when morning came I was too tired to do my work good but people still kept telling me I was doing fine but later on I noticed I was looking for a new job.—He tried to ride the waves standing up in a hunting boat, the result was he got a ducking for his fool hardiness.—Imagine yourself pulled from your bed, at any time of the night, and ordered to dress in a hurry, being half asleep your toilet is not apt to be the neatest, **never-the-less you are** brot forth in the street to act and do stunts to the amusement of the crowd around you, who shout and laugh, some ordering you to do one thing, some another, and not without threats, for it is their pleasure to have you refuse, so they might have the least excuse to give you a cool bath by throwing you into some nearby lake.—If they make the basket the ball is thrown up between the centres again, it is also thrown up between the centres when a field goal is made.—Some one suggested that the crowd take us to serenade the Co. Ed's and we were marched off, on our way we met another crowd of Sophmors in charge of three Freshman, after a short discussion we were told to run home.

While in high school I took only a three fifth course in English. In this course I had to write a theme every week, besides reading some book for outside reading. With the above course I had a two fifth course in reading, the books I read in this course were either from Shakespear works or from Scott works. In my freshman year I took freshmen reading which was continued thru the whole year. The work of this course was reading in class, beside some out side reading. The above mentioned courses are the only courses in English I had in high school. Out side of school I have read a large number of book,

pressions are not grammatically connected with any words preceding or following.

67. Within a sentence two consecutive elements which, were there no mark of punctuation<sup>1</sup> between them, would be liable to be erroneously joined in reading; or would be liable

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the most of these were written by the modern writers of the last century.

The ice seemed to be receding alway from the pole, this is what helped to delay the finding of the pole.—Just last June he left his high school with honors, all his fellow-men looked up to him, but when fall came and the U. W. he seemed to be looked down upon, of course this makes a man feel as if he had no friends.—Girls seem afraid and shy, the will set for an hour and not say anything but it is different with boys. And if he is shy his upper class men relieve him or else make a disceded fool of him.—How awful nervous freshmen are the first few days, everything is so new and strange and the people you meet look so old and much beyond your reach.—Before loading see that each part is firmly in place, if this is not done the result of firing the gun may be an explosion.—Many people will say, "well it doesn't matter, on this paper as no one will see it," but it does, every time we misspell a word it is easier to spell it in the same way again.—Another great difficulty is the peculiar pronounciation of some words, they are not spelled as they sound at all.—The greatest reason for incorrect spelling is, that we mispronounce words, leaving out sounds and putting wrong ones in their places, this trouble is mostly due to the early training.—The success of a person will largely depend on his freshmen work, if he fails in it he is very liable to fail in lifes work.—It does not look vary pleasant to an onlooker, to see everywhere he goes, one Freshman singing a song, another dancing, a third rolling a pea nut across the Street with his nose, these are disadvantages I know, but wait there are advantages.—Never use a gun as a walking stick, its dangerous and hard on the gun.—The night has been very quite not a breath of air has stired all the night.—Some times one will see at the Five Cent Theatre a good picture, this will offset the poor ones.—Are they neglected? By no means, the government takes thorough going measures to preserve them.—Good evening, will you come in.—One moment please what is your name.—Good-bye I'll see you later.

<sup>66a.</sup> Some of his buggies are fifty years old however he has some that are up to date.—It was four o'clock so he went home.—A hot fire is necessary therefore the draft must be strong.—He waited till the train stopped then he jumped off.

<sup>66b.</sup> He has destroyed his usefulness, in fact he has become a nuisance.—She hates all housework, for instance dish-washing irritates her.

<sup>67</sup> Elizabeth liked flattery and Leicester although he did not love her pretended that he did.—I believe that hazing is a good thing for many freshmen need a lesson in humility.—The first time a novice attempts to steer the boat should be insured.—Each member is thinking of his pocketbook and his convictions on the subject are not determined by



to ludicrous misconstruction, should be separated by some mark of punctuation—in most cases the comma.

Most violations of the foregoing general rule would be avoided by observance of the two rules following:

Between coördinate clauses of a compound sentence put a comma or a semicolon.

Put a comma between an adverbial clause and its principal clause when the adverbial clause precedes the principal.

Although departure from these two rules is in many cases not objectionable, strict observance of them is in every case proper and desirable. And if these two simple, definite rules were uniformly observed, there would be few violations of the general rule preceding.

68. When the syntactic relation between two members of a simple sentence or a clause would, because of intervening words, not be immediately clear were no punctuation used, the intervening words should be enclosed between commas, dashes, or parentheses—in most cases commas.

69. Two adjectives preceding and modifying the same noun and not joined by a conjunction should not be separated by a comma if the first is, in sense, superposed on the second, as in "*a hard French lesson.*"

70. Consecutive coördinate members of a sentence which are not joined by a conjunction should not be left unseparated by any mark of punctuation if they are coördinate in thought as well as in construction.

71. A substantive and a non-restrictive appositive should not be left unseparated by any mark of punctuation.

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conscience.—When the chainman has put his last pin in his call is tally instead of stuck.—To begin with it makes no difference whether the teacher is a man or woman as far as I am concerned but which ever it is the proper stuff must be collected in that person.

<sup>68</sup> These pianos were very old and their construction compared with that of modern pianos was interesting.—I am not to tell the truth very fond of the game.—The doctor had as many of his colleagues have a love of horseback riding.

<sup>69</sup> A gentle, old horse, called Jenny.—I spent the time studying a hard, French lesson.—An old, brass, candlestick.

<sup>70</sup> A correct idea of the customs habits and geography of distant countries.

<sup>71</sup> McKinley Cleveland's successor seemed to work more in harmony with Congress.—The dinner a very scanty one was soon eaten.

72. A noun and a relative clause relating to it should not be separated by a comma if the clause is restrictive; they should be separated by a comma if the clause is non-restrictive.

73. An absolute phrase or a vocative should be set off by some point or points (usually a comma or commas) from the rest of the sentence of which it is a part.

74. A comma or commas (or sometimes a pair of parentheses) should set off—

a geographical name locating a place named immediately before, as in "Duluth, *Minnesota*, is my home."

the number of a year defining a month or a day named immediately before; as in "May 2, 1910, was the final day."

a month date defining a week day, as in "Tuesday, *May 2*, was the day."

75. When a word, phrase, or clause requires to be enclosed between two commas, the writer should not omit the second comma.

76. Short phrases and short dependent clauses should not be separated by the semicolon from the members on which they depend.

<sup>72</sup> One boy seemed to have gotten a letter from the one, he loved.—I only studied things, which I liked.—The town, in which I live, is named Reedsburg.—I was much alone for those, who I had classes with, were older than I.—A gun, that is not cleaned after use, becomes rusty.—Beyond a doubt the greatest benefit received from any one thing in a students career is that, which is received thru debating.—In a town, where there are no saloons, a young man can not easily get liquor.—They set out for Boston where Merriam had an appointment.—My education was begun by my mother who taught me my A B C's.

<sup>73</sup> The room has three windows two looking south and one west.—My home being in Wisconsin quite naturally I came to the state university.—Where were you Tom.—But I answered "father its no use."

<sup>74</sup> I then went to Portage Wisconsin.—I arrived in Grand Rapids Wisconsin on June 20 1910.

<sup>75</sup> In eastern Oregon, which is a fine grain country more railroads are needed.—I have not learned, however the manner of operating it.—An education, especially one away from home tends to broaden a mans mind.—The first game of last season, which was held in the opera house was a success.

<sup>76</sup> I saw the steam drill in operation; drilling holes in the rock.—That these sports are self supporting; is a fact, that should not be forgotten.—After two years of clinical work; I intend to specialize into Surgery.—It fell to my lot when I was but a boy of about thirteen years of age; that I must begin to hustle for myself.—After four years of the most trying kind; I was permitted to take an examination.

77. A writer should not make use of commas or semicolons that do not promote clearness but only retard the reader. Specifically,—

a. A subject should not be separated by a comma or a semicolon from its verb unless the subject is long.

b. A verb should not be separated from its object or predicate complement by a comma unless the object or complement is a direct quotation.

c. A preposition should not be separated from its object by a comma.

d. A conjunction should not be separated by a comma or other point from the element that it introduces.

e. A prepositional phrase ending with a relative pronoun and modifying a following element should not be separated from that element by a comma.

f. Directly quoted words incorporated in an original sentence, and not used as the object of a verb of thinking or saying, should not be preceded by a comma unless the comma would be required were the words the writer's own. (Cf. Rule 64 above.)

"The state fair, of 1909 furnished the greatest display, of farm products, that Wisconsin ever had.—He had nothing, but his own word for proof.—It should be swabbed out; in order; to remove the dirt, and rust.—Students congregate there; to pass away; the hours of the evening.—I entered summer school to make up a deficiency of one credit; in my entrance requirements.—My sole ambition, and aim is to be educated.

"a. My chief object, is to obtain an education.—The gun then; is a great help to the human race.—A girl's preparation for college, is concerned, principally, with the making of her cloths.—Some people who are studying a subject, just decide they do not like it.

"b. A convocation was called to decide, where I should go to school.—When you go through a factory and see, men, women and children toiling . . . I wanted to see, what had to be put in next.

"c. The most noted character, in, Shakespeares Merchant of Venice; is Portia.—It is, almost always, provided with, a large porch, of some kind, where the men of the town, talk, on current events.—I am interested in, what is called, phonetic spelling.

"d. He keeps no luxuries because, there is no demand for them.—She forced Shylock to pardon his daughter and, give up his religion.—They required long essays, as well as, reading and memorizing.—We played games such as, tennis and baseball.—There were many errors such as, bad grammar and misspelling.—Stunts such as: rolling peanuts serenading a sorority and etc were next in order.

"e. In the centre is a stove around which, the idlers sit and tell stories.

"f. I have the greatest dislike for, "gold brick men" as they are called.—It fills a, "long felt want."

**78. A concluding member of an independent predication—for instance, an appositive, an absolute phrase, or a subordinate clause—should not be capitalized and set off from the preceding part of the predication by a period.**

<sup>78</sup> Anthony's address over the corps of Caesar was a master piece. Not only in the matter of the grammar and thought but in the manner of expressing it.—My object, in coming to the U., was to attain a higher knowledge of education. I wish to prepare my-self for the difficulties and the environments of life. To fit my-self to be capable of mingling with educated people and converse with them. Also to be able to understand their line of argumentation in their talk. Further more, I wish to know, the different parts of the human body. To become acquaint-ed with the names of the different organs.—It would bring lots of additional trade to town. Which helps build up and enrich the city.—The Electrical field is the best to devote ones self too. Not because it is the easiest which is not true, their still is considerable to be learned.—Some squirrels seem shot prove. Or have charmed lives. As of course we never miss.—On the morning of April 18, 1906, the quiet morning was disturbed by a shock. This taking place at 5:17 in the early hours of the morning. Desolation reigned in several cities. Especially in San Francisco and Santa Rosa. In other cities and abodes of inhabitations. Among these was the beautiful University of Stanford. Many of the beautiful Sand Stone buildings falling into heaps of stone.—Each part of the gun should be oiled thoroughly with a good grade gun grease. All superfluous oil and grease being removed.—Never use rifle powder in a shotgun. It is to fine and quick. Therefore liable to spring or burst the barrel.—I have visited at different farms a number of times, and sometimes I think I would like nothing better than to live on one. As a girl is able to lead her life almost as she pleases and is free to go and come as she will.—In some cases the life of a country girl is one of drudgery, and you cannot blame her for being dissatisfied. While on the other hand some of our modern farms are so well equipped that there is little difference between that and town life.—We all have our likes and dislikes. Some of these may be a benefit and others a detriment. Especially in the vocation the student has selected.—In making cheese the milk is first taken and tested. The richer milk going in to make the best cheese and the poorer to make the common cheese.—I expect to receive a fair knowledge of English which will help me in my work. Also to get a better understanding of the work I have selected as my vocation instrumental music.—The owner may be a tall medium sized man with large black eyes, and who has a friendly word for every one. While on the other hand the disposition of the proprietor may be entirely different.—The majority of my class mates were good friends. Interested in every school activity. Studies, atheletics, and social affairs.

79. In a contracted word an apostrophe should stand in place of the omitted letter or letters, not elsewhere. Specifically, the apostrophe should not be omitted from *o'clock*, *don't*, *can't*, *you're*. But *till* and *round*, which are not contractions, should not be preceded by an apostrophe.

80. Quotation marks should enclose direct quotations, but not indirect quotations.

81. Immediately consecutive sentences in a direct quotation should not be enclosed in separate pairs of quotation marks.

82. A quotation within a quotation should be enclosed within single quotation marks if the containing quotation is enclosed within double marks; within double marks if the containing quotation is enclosed within single marks.

83. When a quotation mark and a question or exclamation mark both follow the same word, the question or exclamation mark should stand first if it applies to the quotation.

84. When a direct quotation is made to depend on an expression like *he said* placed in the midst of the quotation, the *he said* should be preceded by a terminal quotation mark and followed by an initial quotation mark, so that it will not be included with the quoted matter.

85. A period, a comma, a colon, a semicolon, an exclamation mark, a question mark, or a hyphen should never be placed at the beginning of a line. And the first of a pair of quotation marks, parentheses, or brackets should never be placed at the end of a line.

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<sup>79</sup> Does'nt. Is'nt. Hav'nt.—I must do as the other Freshman were doing or Id be thrown in the lake.—It was nine oclock; in the evening of Sept, twenty-ninth.

<sup>80</sup> Main hall, third floor is difficult to make after puffing up that terrible hill with people on all sides of you saying, he is a freshmen see what work he is making of the hill.—I replied thats just what I asked for.—He told me "that freshman were required to take Military Drill."

<sup>81</sup> My grandfather once said to me "Never bang away at a noise see what you shoot at." "Never carry your gun cocked." "If you have a companion go abreast do not go in single file, there is danger in that." I have tryed to follow this advise.

<sup>83</sup> He asked me. "Why dont you go to Yale"?

<sup>84</sup> "This sort of thing one man remarked is what causes strikes."

### Paragraphing

86. *Paragraph divisions should not be made at random, but in a way that corresponds to, and makes clearer, the structure of the composition. For example, if a short essay on newspapers, dealing with—*

- I. Defects of newspapers
  1. In substance
  2. In style
- II. A proposed remedy

*—if such an essay is to be paragraphed, there should be either two paragraphs, embodying I and II; or three, embodying I<sub>1</sub>, I<sub>2</sub>, and II.*

87. *All the material in a paragraph should fall logically under one definite topic.*

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<sup>86</sup> A Country Store. A country store is a thing of great interest to the average town person.

This store is generally the Post-Office, meeting place and general store for the surrounding community.

The store contains all the simple needs of the people, there is hardly a thing from patent medicine to nails which cannot be obtained.

The goods are generally of a cheap grade and in fancy catchy colors which are piled high on the shelves. The goods are not placed in order.

Along with the extracts are horse saves, a pair a shoes are on a keg of nails. Over in the show case are candies in one corner. While in the other are ladies combs and other trinkets, every thing is mixed.

You may go in and look around, finally you think up something you would like to buy. It cannot be seen on the shelf.

Upon asking the store keeper he will perhaps dig it out from under a shelf. The hardware such as buckels kettles and etc. generally hang on nails driven in the rafters.

If you wish for any of these things you crane your neck and gaze up until you locate it.

You then tell the store keeper; he procedes to get it down, to do this he gets a fish pole with a hook on the end, after much trouble the piece desired is layed at your feet.

The store generally has the dry goods on one side and grocerys on the other.

<sup>87</sup> The United States is built up of a class of hardworking athletic men, who take pride in the fact that athletics form a part of man's every day work. Statistics show that the greater per cent of sickness is due to the want of exercise of the different parts of the body. If athletics did more harm than good, the greatest physicians of the country would not prescribe them for weak and decaesed persons. Athletics not only develop the muscles but also the mind.

A student who can write in accordance with the rules above enumerated is qualified for the Freshman English course. One who is seriously deficient with respect to observance of these rules is disqualified. The last statement raises the question, What is meant by "serious deficiency"? It is clear that if a student's papers are perfect as regards the rules, the student is qualified. But how far short of perfection may he fall without being disqualified? We have said that a student must make a reasonable approximation to the observance of the rules. What is a reasonable approximation? The question cannot be answered with perfect definiteness, because the judgment of students' fitness by their writing is a very complex matter in which constantly varying considerations are necessarily involved; but we think we can answer it with a "reasonable approximation" to definiteness.

Faults vary in seriousness. Five particular faults we regard as extremely serious—namely, violation of rules 24, 39, 44, 66, 78 (which are printed in black type). Thirty-six faults we regard as less serious than the five just mentioned but as more serious than other faults—namely, violation of rules 1-11, 14-23, 25-30, 40-43, 47, 48, 54, 86, 87 (which are printed in italic type). How many faults of these two groups a student could have the habit of committing and still not be disqualified might be rigidly fixed at, say, one for the first group and two for the second; but since any fault may be committed in different ways, some much more reprehensible than others, we are not willing to make such a demarcation. We will only say that in many cases students are judged disqualified because of the habit of committing one fault of the first group or more than one of the second group, and that a student who gives evidence of such a habit is in danger.

To illustrate what we consider "serious deficiency," we print below a few test papers written at the beginning of the year 1912-13 by students who were excluded from the Freshman

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Every one will agree that a change of occupation benefits the mind. If a man engaged in business after his work is over will engage in athletic work, thereby taking his mind off his business cares, his troubles will seem trifles. If athletics are of more value than harm to the human mind and body, then why not put the shoulder to the wheel and try and preserve athletics in all our schools and colleges?

(See also the essays on pages 34, 56, 64, 68, 69.)

English course. We hope that the reader will not forget that these papers are specimens not of the work of our entering freshmen in general, but of the work of the small minority who are required to take the sub-freshman English course.

### THE TOWN BAND

Did you every here of Bolton Wisconsin? Well those of you who havent I am surprised at because it is right in the center of the great summer resort district of Wisconsin, just a little ways south east of Oconomowoc. In the summer time they do not have time for any band, but in the cold winter the men and boys who have any musical talant at all gather in the city hall in the evening with there different instruments and practice for that is about all it is.

Every fall at there first meeting they alway elect the officers for the coming year, and it is the custom for the President to give a litle speech. As long as I can remember and anybody else can the speech has been the same each year. This is the way it usually starts out. We now fellow we want to work hard and get so we can play together, and when we can we can go out to some of the towns around here and play and that way we can make a little money. The President usually goes on and tells them what a fine chance they have of making a good band. He usually ends up by saying all those who can come every Tuesday evening please raise their hands which they all do. They all show up each Tuesday evening for about three weeks, and you never heard anything like the noise that leaks out through the cracks it enough to drive a man mad, everybody is playing at the same time on a different piece of music or they are at a different place each try to hear himself above the person next to him. While this is going on the rest of the people in the are running around to there friend saying do you here so and so playing this or that, isent he fine. Well we usually know who those people are thinking about. This is all very fine for a person living in the village but those who have not left there summer homes it is not very pleasant. This never lasts very long after the first three or four meetings because the members graduly drop out one or two at a time and when the first of the year arrives the band



has dispulsed the is the way it is each year and no body has every heard of the band going outside of the city to play.

### THE FASCINATION OF BASEBALL

Baseball is a game, in which there are two sides or teams. Each team consists of nine players, namely, a pitcher, catcher, first baseman, second base man, short stop, a third baseman and three outfielders, a right field, left fielder, and a center fielder.

There are two men who decide the plays, and they are called umpires. Some time there is only one. This matter is decided by the managers of the opposing teams.

The object of this game is to see which team can make the most scores. A score, is when a man completes the circuit of four bases, with out being put out.

He may be put out in a good many ways, he can strick out, or a fly ball caught, whether foul or fair, when the batter hits a fair ground ball and the fielder delivers the ball to first base before the runner, gets there, and he may also be put out while running from one base to another.

The game is usually played on a large level field. Usually those field are surrounded by grand stands. & bleachers for the spectator. There is usually a large number of spectator at every game because, this is one of the national sports.

### WHY I AM NOT IN FAVOR OF WOMEN SUFFRAGE

Do not the women, in the United States, receive justice? We must all say, that they receives more privileges then the men. What more can women of the United States do, for themselves, as well as the nation.

The question that is brought up is; why should the women of the United States, be deprived of the right to vote, when they are citizens? The men that are citizens vote or can vote; why then should the women citizens, be deprived of this right? We must bear in mind, that men are differently constituted then women. Women cannot controll themselves as well as men. In case of a fire, where women are involved, we

always find, that women are the ones to scream and rush. Does this not show us, what they would do in politics?

The most serious objection that I have to women suffrage is; that it would destroy happiness in so many homes. A woman needs to spend her entire time, in trying to make pleasant, the home for her husband. How many good mothers' want to vote? We find that very few women that attend to their home, care to vote. I believe, that in order to have happiness in our homes, we must deprive the women of their vote.

### THE CITY BAND

It was eight o'clock one Friday night that I happened to be strolling pass the city square, when I noticed that a large crowd had gathered around the band stand. Being rather early, I decided to listen to the city band. As I stood and watched them a few particular sights struck my eye. There were the gentlemen playing the bass and the cornet. They were both very stout and rather short, about five foot three inches. The gentleman playing the cornet wore glasses and had a linen duster on which was buttoned only at the collar.

The other gentleman playing the bass had a horn which hung over the shoulder and about the neck and when he blew you could always hear him above the rest. The other gentlemen in the band looked more cityfied.

A spectator looking at this band would surely have to laugh as these gentlemen were the center of attraction.

### WHY I PREFER A UNIVERSITY TO A COLLEGE

I prefer a university to a college for various reasons, which I will endeavor to portray. A college, to my notion is practically the continuance of a high school course, except one's being away from. The student body of a college is small. Each student being under strict discipline, by being directly under the observation of the faculty; in school work, and outside matters as well. This leaves very little responsibility to the student.

The university training is entirely different, except in as much as the continuance of the high school studies. Outside

of the studies; outside of the class; the student is left entirely upon his, or her own resources.

In the university a student can either, "make or break". If his studies are not up to grade, if his work is not satisfactory, he is dismissed from the institution. His outside life is left entirely in his own hands. His time outside of class is his own, for whatever he wants to do with it. In fact he runs, and manages a little business of his own, for better or for worse.

A college does not leave the responsibility for the students. The reason I prefer a university to a college is for the responsibility forced upon myself.

#### THE KIND OF BOOKS I LIKE

I am not much of a hand at reading books, by this I mean reading novels. When I do read a novel I like to get ahold of a good one, not one by Chambers because I think if a person reads one of Chambers books he know what the main theme of all his books are, but I think if a person reads one of Wrights or Porters stores he is always wishing to read any others by these two authors because he know that each one of the books written by the last two men will always have a different theme, anyway that is the way I think it is. I dont very often read a novel, but one in a while I will pick one up and read it, because is kind of give me a change but when I do read one I want one which deals with the happier thoughts in life and not one which makes a joke out of life as some of the authors do of the present day. I for myself would much rather read some of the older books than start to read the trash written in over half of the books of the present day, which are written to sell and not to stay in the list of great writers.

#### THE KIND OF BOOK I LIKE

In the English language there are many books of different styles. It would be hard work to pick out one certain style and claim, you like it the best.

The kind of book I like the best would be on the order of Poe's Raven, the wierd silents and the dead of the place is enough to hold any careless reader's interest. Then again the humor that is displayed in it, gives a keener interest to the story.

The kind of book I like best, have three essential things. First it most have humor, keen and dry humor, second, it must have perfectly connected sentences, many book are written not at all with perfectly connected sentences, and last, it must have a touch of feelings, something that touches the inner self. I can better illustrate my dislikes and likes or book by examples:

First and above all comes the works of Poe. I could sit and read Poe's works by the hour. I like the works of Shakespere but it is too hard to get at the real meaning. Shakespere is a study and not a book of pleasure.

Many people are careless of book but, remember a good book is always your friend.

## THE MOVING PICTURE THEATER

The moving picture theater has fastly become popular. Most picture shows are within the means of all classes of people, the price being usually five or ten cents. Every picture show will have one film, from which there is much to learn, along with the funny films and plays.

The actors are claiming that the moving pictures are doing away with the actual drama. It is of little wonder, for when we stop to consider that we are able for five or ten cents to see a play like, "The Travels of Odysseus", which took a film company over two years to produce and cost them \$200,000.00 for expenses.

The moving picture films are not only used in theaters, but also in Universities and Colleges. It is a great help to the student to be able to see the thing he is studying about right before him. The time will come, when even graded schools and High Schools shall use the moving picture as means of education.

## WHAT DEBATING DOES FOR A STUDENT

Debating in recent years, has become a subject of preeminent importance in our educational system. It has gained this position not only because of the notoriety desired by many students; but primarily because of its necessity in everyday life. It gives one the ability to make a sensible talk when called upon extemporaneously. If one desires to be a salesman a good presense is demanded. In fact in nearly any pursuit of life one must have a good outward appearance; and along with this he must be able to think correctly since correct thinking is the essence of profitable achievement.

In lieu of this all of our universities have a course in debating. In Wisconsin, especially, is much interest shown in this department as it is put forward by the different societies. In all probability the smaller colleges and even the high schools will, in the near future, take up active work in this line.

## MY HIGH SCHOOL ASSOCIATES

The high school from which I graduated was rather large and so I did not have great many perticular friends, but two or three intimate friends and a great circle of friends who I was well acquainted.

One of my best friends was "Bud" Porter. We became acquainted as soon as we entered high school, which was at the same time, our seats were close together and consequently, we both being strangers in town, began to make plans so that we could be together after school as well as in school. Bud was a short chubby fellow, always having a good time wherever he went. Consequently I liked to be with where ever the occassion permitted.

Another of my intimate friends was Mack. Stark, He was a tall, slim, fellow, a football player, and I being a member of the second team also at that time we planned several good times together.

I was not a fellow to stick to a group of boys, but liked rather to have a good friend among all the boys. There was

however a group that used to stick together quiet often, and among our favorite pastimes in the winter was coasting and for that sport we had two good men. It seemed that whenever we entered into any sport we always had a boy or two that understood it much better than the rest of us.

Whenever we went on trips which occurred quiet often, there were two boys who knew the country around the town very well, so whenever we thought of planning a trip we always consulted them first, and never had any fear of being lost for what one did not know the other one did. This being the case we learned much more about the country and gained much more pleasure than we would of otherwise.

### THE USE AND CARE OF A GUN

A gun is a very useful instrument but should be handled with care. A gun should be kept clean, don't let it stand around after using it, but get busy and clean it. The best way to do is to use a piece of soft cloth with a few drops of oil on it and run it through the barrel of the gun. If you intend to put the gun away for a while, soak it in oil and put plugs in the holes, this will prevent rusting. In case the gun should become plugged it is a poor policy to try to open it up by shooting as serious accidents have often occurred by doing that sort of thing.

Never point a gun at a person, as it may be loaded, it is very dangerous. The gun may be used for several purposes, it is very useful in time of war and also in countries where fresh meats cannot be obtained. The hunters in the northern woods make their living by means of a gun. Many a man has been saved from starvation because he had a gun with him, but a gun isn't much good unless it is kept in good condition for unless you do it will not be true and that is a very necessary thing about a gun.

### RECENT PROGRESS IN AERIAL NAVIGATION

Years ago, such a thing as man, with a machine that was able to take him, high up in the air, was regarded as an impossibility: But today it is a feat that we seldom miss when attending a county, or State fair.

The first aeroplane was a cumbersome affair, that did not prove to be a success. The Wright brothers were the ones, who built it.

Wrights were great students of all the machines with a power to move themselves. It was in this way that the contrived an engine of very light weight for use in the glider.

How often we have seen a balloon ascension, and then have beheld a man jump from the balancing bar with no more than a large umbrella—and land with ease in a near by field.

The man who first thought of the aeroplane, knew if he could form a plan to guide the large umbrella, he would have solved the secret of the birds in the art of flying.

Years of hard labor, were put in study and also in experiments, many brave men laid down their lives on the alter of aerial navigation.

Thru the labors of these men we have today the biplane, which is a heavier than air machine, and of strong enough power to carry four persons many miles at a swift speed.

Then we have the Monoplane which has but one deck of wings, and is the fastest air craft yet discovered.

We also have many other different aerial crafts but the two mentioned are the most important.

It was the American, who first invented these planes that glide in the air; but now it is the foreigner who is making use of our ideas, the fruits of our labors:—to benefit themselves.

## A COUNTRY STORE

In most every village you will find a store. that is, a real country store, with its departments of groceries, shoes, clothing and hardware. On entering the store, you are approached by an enterprising young man, with a question, "What can I do for you, sir." After making your purchase you are expected to sit down by the stove, which is in the middle of the room, and exchange the news of the town and the country around.

When you enter this store of all trades, you are surprise at the homelike appearance. The great, large stove in the middle of the room, that is sometime red hot, and yet if you stood

two paces away you would be chilly, the large comfortable chairs with soft cushions on the seat that is tempting to many a tired farmer. After almost sitting on the stove, the stranger's curiosity is aroused and glancing around he perceives the peculiar high rows of cangoods and the different varieties of stocks and he departs with an admiration for the little country store.

### FASCINATION OF BASEBALL

The game of baseball is the greatest national game of the people of the United States. The baseball season opens about the middle of April and closes in first week in October.

The first reason for its fascination is the excitement, at any time a player may make some extraordinary play which greatly changes the outcome of the game. For the boys when their fathers get them their first baseball outfits they feel certain that some time they will be an equal to Cobb, Walsh or a Bender, who are now bright stars in organized baseball.

The young men in Colleges and high schools are fascinated by baseball for if they can be a representative of their school they are brought to the notice of the public, and probably the individual may win the favor of some pretty maiden.

Some people are held by baseball because they make it a study, although the person may never have played a game of baseball in his life, but when any play come up no matter how many men are out, he know what should be done at this critical moment. Thus he find enjoyment in watching two teams play and trying not to let any misplay slip his notice. And also each student of the game has a team out of some league he want to see win and if that person is a close student of baseball he may at some time tell some player of his team something of the playing of another team, that may win many game.

There are many people who are not fascinated by baseball for the reason that their minds are occupied with other thing which are probably more beneficial.

At a baseball game there are a cosmopolitan crowd, each person probably comes for some different reason than any other



person in the crowd but all are there because of the games fascination.

### WHY I PREFER UNIVERSITY TO SMALL COLLEGES

I prefer a University education because the instructors are all the best the state can obtain. They all teach a certain subject and nothing else. In Colleges the instructors sometimes teach a great many different subjects, and cannot be up to the top in so many subjects.

The University has the latest and best equipment on the market. It can obtain these because it has the support of the whole State; while Colleges are only supported by their own fees and gifts.

The Colleges do not give a good variety of courses, while the University has almost any course that a person would care to take. It also gives a person his choice of any certain study in the whole University.

A higher degree is given by the University to its graduates, which a college can not give. After the degree is obtained there is always a greater demand for University men, because they all have to have a certain amount of actual work before they can get a degree.

The salary paid for University men is always greater than that paid for college men.

The University gives a great many Lectures to its students, and these sometimes do more good than the class work.

### THE DISADVANTAGES OF BEING A FRESHMAN

Everyone on entering the University from a high school must register as a Freshman. This is the first phase of university life, and of course to the Freshman it is all very new. I think the majority of upper classmen have their sport with the Freshmen, but still they do it good naturedly, on remembering that they were once Freshmen.

First of all a Freshman must become accustomed with his or her surroundings. I might be more definite in saying, get the buildings in which their classes meet, all clearly fixed in

their minds. I can't imagine anything much more embarrassing than of getting into a wrong classroom.

There is another great disadvantage of being a Freshman, and that is I think in getting home-sick. For most Freshman when coming here, it means their first long stay from home. Especially when their homes are in different states other than Wisconsin. But after that interest, which is bound to come to all, or nearly all, after being here for a semester or so, takes possession of us, we are not nearly so apt to become home-sick. We gradually feel that we are such small figures in this great universe, and that we know so little, and so we go on for at least four years.

#### WHEN SHOULD A STUDENT CHOOSE HIS VACATION?

A student should choose his vacation when it is most needed for the upbuilding of his mind and body.

In the spring of the year when nature has given to man many things of need and comfort it is a good time to take a vacation in the woods and forests.

After a hard year's studying any student could profit by taking a vacation which would take him away from his books and studies and put him where nature alone would be the one comfort.

When the warm weather first approaches in the spring every person more or less gets a longing for rest, this habit or feeling is sometimes termed Spring fever.

It may seem as though nature has given us this feeling so we can come out and see what she has in store for us.

Every student to a certain extent feels that he needs a rest in the spring of the year, sometimes a hunting trip or a fishing trip may relieve this feeling.

Let us look forward to the spring vacation when each and every one of us can enjoy nature and look forward to a rest.

1. The subject assigned was *When Should a Student Choose His Vacation?*

## THE COUNTY FAIR

A county fair, I believe helps to build up the vicinity around where the fair is held.

My reason for this would be, because all the farmers in the county, usually send quite a few exhibits to the fair, some of which are thier grains, others their crops, and some even send some of their live-stock.

Sometimes it is not always the farmer that has things to exhibit because sometimes manufacturers from large cities sometimes send exhibits.

By the people exhibiting their goods it makes other people inquire about them, but if some of these machines were never shown how would the farmers know that there was such a thing on the market. He wouldn't even know how it ran if he never saw one in motion.

Then besides the exhibits there are other places of amusement, take for instance the side-shows along the pike at the fair. Sometimes these side-shows are entirely new to the farmers and they go in just so they can say they saw a side-show. Some of the farmers stay most of the time, around the machines, engines, and live-stock, while their children take in the shows.

Another thing which helps a county fair are horse-races, because nearly everybody goes to see them just as soon as they start.

Some county fairs in a small country town, don't amount to much. My reason, for saying is because they don't have much going on, not many exhibits, no goods side-shows and some fairs don't have any at all, and besides not having these things just named, some fairs even leave out the races, but probably play a couple of ball games in the afternoon, and then in the evening, they usually have an all night dance.

Take for instance the Wisconsin State Fair, which brings exhibits from the entire state and even some from other states. A fair of this kind even draws some of the farmers who have just had their county fair. Their reason for doing this, is probably, because they could not find what they wanted at the county fair, or else go to see the same machine or engine over again and get a little more posted on them.

## THE MAN'S LIFE ON A FARM

To be sure a man's life on a farm varies much according to the situations and location, but I will specify my case to an owner of a large farm or stock ranch in Montana.

Mr. John Doe gets up in the morning a little before seven o'clock to be inspired by the cool mountain air when he takes a little walk before breakfast with his foreman talking over the work for the day. Then he goes in to greet his charming wife, who is a college bred girl, and there they enjoy a comfortable breakfast talking over their domestic affairs. When breakfast is over he spends the rest of the morning riding over the farm and taking care of his books.

Noon has come before Mr Doe knows it for his head is busy figuring where he can buy a couple hundred head of "three year olds" for a low price and a thousand other detail business matters. But his habits are regular, so he leaves his office when he hears the men's dinner bell and goes to enjoy another quiet meal with his charming wife. His business is forgotten as he sits and they plan to have a few friends to come out from New England to see them. Then he suddenly remembers that he must analyze the soil up in the corner of section twenty nine. So off he goes on his cow-pony and the rest of the day is spent in the field and laboratory. It is soon supper time and the evening is spent taking a drive down the creek in their new Silent Knight Stearns.

## THE TOWN BAND

I think that each and every town should have a band. It is very educational for the people who take part in the work. The boys and girls who are interested in the band have something to take up their spare time; otherwise they might be spending their time on the streets. The town in which the band comes from is always known to the surrounding towns.

My home town has a girls band of twenty-two pieces. It is known and respected very highly by the neighboring cities on account of this organization of girls. They have only been

playing since the last of March; but have secured many out of town jobs. This could be done because the city election voted them several hundred dollars to buy their instruments and suits. The girls have a great hardship in learning to march and play at the same time. One girl had a great accident to this effect when playing at another town. There was a big pile of mud in the street that she did not see until she was in it.

### SHOULD A STUDENT STUDY ONLY WHAT HE LIKES

I think a student should study some subjects which do not please him. For if he does not have to study anything except what he likes he will become very independent and think everything will have to come his way. This is a very bad thing for him as, it will not hold good after his college life.

### HOW THE UNIVERSITY DOES NOT GIVE A FRIENDLY WELCOME TO FRESHMEN

The title of freshman is bestowed on all entering University. With this title there are many rule, which must be followed. They are enforced, by the upper classmen to the extreme.

A freshman enters the University and by accident, forget his emblem, the green cap. The upper classmen on seeing this will either tell the freshman or in many cases give him a free lake bath. This is certainly not encouraging to those who intend to enter as freshman.

The so called, sub freshman English, is another way in which, the freshmen are not fairly treated. They enter University, having spend three or four years in the study of English. Here he remains a year without receiving credit.

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We have tried to make clear what are the requirements for admission to the Freshman English course in the University. We hope that teachers will be enabled, by definite knowledge

of what the requirements are, to bring it to pass that none of their students will come to the University not qualified for admission to the Freshman English course. In order to facilitate still further the accomplishment of this object, we make this recommendation:

We advise that in the latter part of the junior year or the first part of the senior year in high school those students who expect to attend the University be subjected to a test similar to that which they will be subjected to when they enter the University. This proposed test should consist of the composition of at least one impromptu paper and one paper prepared outside class. The subjects among which the students are allowed to choose should not include subjects which can be treated by simple narration of personal experiences; they should all be subjects that require thinking, planning, organization. We recommend the following subjects:

- How to make a canoe (or a dress or a table or some other thing that the writer has himself made)
- How cheese is manufactured (or how some other manufacturing process with which the writer is familiar at first hand is carried out)
- How to become a good baseball player (or how to become proficient in any occupation or pursuit with which the writer is familiar)
- How to manage a sailboat (or to manage any other mechanism with which the writer is familiar)
- How to take care of a gun (or a horse or an automobile or a furnace or a house, etc.)
- Why I am in favor of (or opposed to) prohibition (or woman suffrage or coeducation, etc.)
- The good effects of the moving-picture show (or of something else)
- The character of Portia (or of some other literary character with which the writer is familiar)

We advise teachers to judge the papers written at this test by the standard employed in the judgment of papers written at the entrance test in the University, and then to endeavor, during the senior year, to correct the deficiencies which the test has disclosed.

In order to assist teachers in judging the test papers, we invite every accredited school to send every year to the Department of English ten papers—five impromptu and five written outside class—produced at a test of the kind we have recommended. These papers the department of English will examine, mark, and return, indicating on each one whether the

writing is, according to our standard, passable or not passable. We earnestly urge teachers of English in high schools to cooperate with the University in this way in an endeavor to accomplish an end which they and the University desire in common: namely, that the number of unfortunate students who enter the University unfit for admission to the freshman English course may speedily be reduced to a minimum—may be reduced, if possible, to extinction.







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